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ABSTRACT

This document provides measurement devices to help meet the needs of student learners for feedback on teaching behavior and the requirements of supervising teachers for information about student performance. (The term "student learners" as used here refers to high school students being trained in a laboratory program.) A master's project essay, the document also includes discussions of the provision of accurate feedback to student learners and the significance and ramifications of performance-based education. This discussion is followed by a summary statement of the philosophy and theoretical background which guide work with preschool children and student learners in the laboratory program. Also included in the essay is a two-part review of pertinent literature focusing on (1) the importance of feedback to the student learner and its relationship to accountability and competency-based education and (2) available measurement devices and elements to be considered when developing a measure. The body of the paper describes the program, setting, and course, reviewing course objectives formulated to guide the development of measures. Appendices include the measures devised, as well as other related materials. (RH)

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TWO MEASUREMENTS USED FOR EVALUATING STUDENT LEARNERS IN A LABORATORY CHILD DEVELOPMENT PROGRAM SPECIFICALLY - ART AREA SCIENCE AREA

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by

Patricia Givens

A PROJECT ESSAY

Submitted to the Office for Graduate Studies,
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for the degree of
MASTER OF ARTS
1979

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TABLE OF CONTENTS

INTRODUCTION..... 4
STATEMENT OF THE PROBLEM..... 7
Student Feedback..... 7
Accountability..... 7
Measurement Tools..... 9
Other Significant Trends..... 10
THEORETICAL BACKGROUND..... 14
Introduction..... 14
Student Learners..... 16
The Laboratory Experience..... 19
Instructional Theory and Techniques..... 19
Preschoolers..... 20
Preschool Curriculum Goals..... 22
REVIEW OF THE LITERATURE..... 25
Importance of Feedback to the Student Learner and its Relationship to Accountability and Competency-Based Education..... 25
Definitions of Measurement and Evaluation..... 30
Problems to be Considered when Compiling a Measurement..... 31
Test Anxiety..... 31
Ability Grouping..... 32
Mainstreaming..... 33
Choosing Evaluative Techniques..... 35
Grading..... 36
Rating Scales..... 36
REVIEW OF THE LITERATURE..... 38
Similiar Child Care Training Programs..... 38
Measurements..... 42
Measurements I Have Devised and Used..... 43

BODY OF PAPER..... 44
Description of Ferndale Setting..... 44
General Course Description..... 44
Coordinators Duties..... 45
Lab Nursery School..... 46
Description of the Physical Plant..... 47
Description of the Laboratory Program.... 48
Responsibilities of Each Area of the Nursery..... 49
The Laboratory Nursery School..... 50
Specific Course Objectives: Vocational Childcare Aide Training..... 51
Review of CDA Competencies..... 55
Art Competencies..... 55
Science Competencies..... 58
MEASUREMENTS DEVISED..... 62
Measurement I - Art Area..... 63
Measurement II - Science Area..... 70
CONCLUSIONS AND RECOMMENDATIONS..... 77
BIBLIOGRAPHY..... 81
APPENDIX..... 89
Appendix A: Measurements I Have Devised..... 90
Teacher evaluations of students Numbers 1,2,3,4,5..... 91
Employer evaluations of students Number 6..... 98
Student self-evaluations Numbers 7,8..... 100
Appendix B: Child Study Center..... 102
103
Appendix C: Behavioral Objectives: Introduction to Child Development..... 104
Appendix D: Vocational Childcare Student Selection..... 107

Appendix E: Activity Sheet..... 108
Appendix F: File Boxes..... 109
Appendix G: Folders..... 110
Appendix H: Objectives For The Nursery School Children..... 111
Appendix I: What Makes a Good Nursery School..... 112
Appendix J: CDA Basic Competency Areas..... 113
Appendix K: Responsibilities of Each Area of the Nursery..... 119
Appendix L: The Approximate Nursery School Schedule..... 120
Appendix M: Art And The Art Area..... 121

INTRODUCTION

My decision to choose the topic of measurements for evaluating student learners for my master's essay was not a difficult one. I have been involved to some degree with preschoolers and student learners for eleven years and from the very beginning I never received nor bestowed evaluations of performance with a preschool group. I have been given grades and generalized statements on my performance but never a measurement and evaluation. In my own years of teaching I was also guilty of not doing any measurements with my own student learners. In my last two years of teaching I have been trying to formulate a measuring device to evaluate my student learners and now in writing this essay I have the opportunity to formulate a measurement device I would feel comfortable using with my student learners and sharing with my colleagues.

I started my professional experiences by working in a Head Start Day Care and was involved in the training of mothers for aide positions. I also worked with high school students who were in-training for the Job Corp program. (Elmira, N.Y.) From Head Start I went to a day care setting in which I always had a student learner training with me from a high school vocational child care program. (Washington, D.C.) My last position was Vocational Child Care Coordinator for Ferndale High School. (Ferndale, Michigan) This position involved training high school students to become aides in nursery schools or day care programs. It also involved the students working under my supervision in a laboratory nursery within the high school and placing the trainees on co-op jobs outside of the high school laboratory.

While working in each of these positions I found a definite lack of research and materials on measuring student performance in a laboratory program. There is much written on what and how they (the trainee's) should perform, but no specific measurement to help the students or the teacher to evaluate actual performance. I also found that my students and I needed specific guidelines or measurements so we could evaluate their growth and development in their work habits and relationships with the preschool children. Simply, we needed to evaluate the students abilities to put theory learned into actual practice and performance situations.

Included in the essay will be a statement on the significance of the problems faced at this time in providing accurate feedback to the student learners and the significance and ramifications of performance based education. This will be followed by a summarization of my philosophical and theoretical background used with preschoolers and student learners in a laboratory program. Third, a review of the importance of the need for feedback to the student learner as well as the teacher. Fourth, a review of measurements devised including my own, and elements to be considered when devising a measurement.

Lastly, I will review objectives I have formulated in order to develop the measurements described in this essay, with conclusions and recommendations offered for their use.

For clarification, the terms I will be using within the essay are as follows:

a. <u>teacher</u> will refer to the person who is doing the actual training of the student learner.

b. <u>student learner or trainee</u> is the high school student who is being trained in the

laboratory program.

c. laboratory program is the nursery school operation within the high school. The teacher uses the laboratory for the training of the high school student.

d. co-op position or work station refers to outside work experience in a nursery school, cooperative nursery, or day care in which the trainee is working, receiving a salary, and gaining training outside of a laboratory program. It is the student learner's vocational training.

One last clarification: I will be using the term measurement as a guide to the grading of specific traits and characteristics used and learned by the trainees in order to accurately determine a fair and unbiased evaluation, or total picture of the student learner in the laboratory and co-op training program. Measurements are devices used for forming the total evaluation or grade for a student learner in the laboratory setting.

STATEMENT OF THE PROBLEM

Student learners need feedback in order to evaluate their performance and learning. Because of the new state behavioral objectives in Michigan (81), teachers must become accountable for what student's are learning and how well they can perform. At this time we do not have a system of measurement and evaluation for our learners, and if we are going to be required to have proof of student learnings we must start developing a system of measurement.

The measurements devised in this essay will be for high school students training in a laboratory nursery but, hopefully, then can be used by others who are doing the same type of training in other programs which are similar in nature. The essay is designed to benefit the teacher as well as the student learner, and to be used as a learning experience as well as a device for evaluation.

Student Feedback

The student learner's must have immediate feedback when working with the preschoolers in order to modify their behaviors and techniques with the children. The teacher needs feedback in order to grade and evaluate the student in an unbiased and professional way. Only with this type of procedure will learning and evaluation take place. We can evaluate what a trainee has learned by traditional testing methods, but how do we evaluate a student's abilities to put his theory learned into actual practice and participation in a preschool setting?

Accountability

Because of the new state behavioral objectives we must become accountable for what our student's are

learning and how well they can perform. It is an immediate concern to us in the field of high school training as it is with higher levels of education. We are emerging into a period of educational accountability. We have to move quickly so we will be prepared and not be left behind in our thinking and working with young children and student learners.

The State of Michigan is now giving teachers performance objectives for preprimary educational programs and vocational child care and guidance programs (81,82). We as teachers must follow these guidelines and must be prepared to evaluate our students as accurately as possible. As of this date we do not have state testing at the end of the year i.e., New York State Regents Exams, which would measure what our students had learned if we followed the state guidelines, but it is something that may be with us in the near future.

As William Smith, Director of Teacher Corps, Office of Education states:

> I am convinced that no career or vocational field has as great a promise as that involving young children and their families. For this reason we must define competence in this field and make efforts to recruit people who best meet the standards set. We must make better use of theory and develop evaluation methods that best suit our purpose. Ultimately, the value of any competency-based approach to teacher selection, training, and credentialling rests, (and may I add student trainees) first of all on the effectiveness for instruction of the individual competencies used as the basis for assessment.

> Preschool educators have far to go in determining which precise skills make a difference in early childhood programs. The fact that much research remains to be done should not, however, deter the valuable efforts to develop competency-based programs; action and research should proceed simultaneously, for we learn quickly through analyzing our failures as through extensive data-gathering to heighten the chances for success (76:8).

The direction we are now moving in is competency-based education which must lead to accurate evaluation techniques with emphasis on the practicum experience.

Measurement Tools

Within this framework of performance objectives and competency-based education one must remember that the students themselves want to know exactly what the objectives and criteria for grading will be. They want to know what they will be learning and how they will be tested and graded on their theoretical background and their practicum experience.

My research has shown that there is a definite need for this type of measurement device (48,76,94). We in the field find it very easy to state what we desire in a child care worker, but as a professional group we have done little research on evaluation of students while they are being trained and prepared for this vocation. In my research I was able to find only two tools for the measurement of a trainee's performance in the laboratory setting (25,18).

A comprehensive evaluation of student performance should provide guidance for academic improvement; students too often receive scant critical commentary on their

progress. Letter grading alone is particularly susceptible to the charge of insufficient feedback to the student. Evaluation should mean providing a great deal of information to students: strengths, deficiences and corrective steps to be taken, relative standing, and other pertinent details (64).

At the same time, measurement must not produce such a high-anxiety level in students that they are unable to perform to the best of their abilities.

Other Significant Trends

Williams and Ryan (94) point out another significant trend: accredidation based on performance, namely the C.D.A. (Child Development Associate). The C.D.A. program and its objectives are stated as follows:

> The value of quality child care and early education is acknowledged by authorities throughout the world. Likewise, the competence of those who work with young children is viewed as perhaps the most important ingredient of a quality program - competence here defined in terms of actual performance with children. This increased awarness of the importance of sound early training, as well as other factors such as the growing number of women entering careers outside the home; is reflected in the demand by all levels of society for child care and early education programs. Standards governing the establishment of such programs and the credentialling of personnel have not kept pace with this dynamic situation. The C.D.A. project is an attempt to meet the obvious need in terms of both numbers and quality (94:71).

We who teach Vocational Child Care and are training

students for this profession must be aware of the credentialling policy for the C.D.A. certificate so we can incorporate the C.D.A. objectives into our own programs. By doing this we can help students reach the goal for certification if they so desire it.

A dramatic expansion in early childhood education has occured in the United States during the last decade. Until recently early childhood education was a very small, almost invisible field; then in the early 1960's it became a topic in presidential speeches as well as in campaign platforms of other politicians. At present the topic is being kept in the public eye primarily by the increasing number of mothers who are working and seeking adequate care for their young children (48).

There is a basic incongruity in the development of child care within this country. On one hand everyone is clamoring for more child care facilities but on the other hand in the United States working conditions in many child care centers are scandalously poor. Keyserling summarized some findings on working conditions and stated:

> ...the pay is so low that we are asking thousands of nonprofessional workers to subsidize the care of children of other women. We are also excluding from the day care field many women of intelligence and competence who cannot afford to accept salaries as low as some of those described no matter how rewarding the work with youngsters, in human terms (48:107).

One hopeful sign is the growth which is taking place within the field of child care and vocational education in general. If this trend continues we may be able to resolve the inadequacies in our system of child care at this time by developing good training programs

and evaluation techniques. Now for the first time in the history of career education, we have a congressional mandate for it. By enacting Section 406, Title IV, P.L. 93-380, Congress has made career education a part of United States legislation (42). Career education is finding its greatest strength and most dramatic growth at the local level. More than three quarters of our state departments of education have appointed at least one full-time professional in career education. Also, non-governmental groups continue to support and lend strength to career education; to wit: (42)

a. NEA
b. National Youth Organization
c. U.S. Chamber of Commerce
d. National Advisory Council on Vocational Education
e. National Urban Coalition

Career education is growing in this country because we are finding many inadequacies in our formal educational process. American education as currently structured best meets the educational needs of the minority of persons who will go on to college. It doesn't meet the educational needs of the vast majority of students who will never go on to college. National averages show that 35% of our high school graduates go on to college, 65% do not. These 65% need some type of vocational training (22). Too many persons leave our education system at both the secondary and collegeate levels unequipped with vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work. Too many studens fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the system.

Insufficient attention has been given to learning opportunities outside the structure of formal education. Co-op would be an example of this, students are placed on supervised jobs while still attending high school, the learning by actually doing theory. The general public, including parents and the business-industry-labor community are given a role in the formulation of educational policy. Their input into vocational programs is most essential.

Career education and vocational education are now forming a continuum which is starting in the elementary school and working up into the high schools, community colleges and college level programs. We are seeing more vocational programs being developed at the community colleges; for example, the vocational child care programs are on an upswing at this time in our own area. Also, a number of colleges and universities, not without some uneasiness, are probing the new dimensions of career education as the concept affects higher education.

What does this growth mean to the child care profession? Hopefully, it will upgrade our standards. We will be training students who will be prepared and qualified to work with children and to promote the children's interests and total development.

THEORETICAL BACKGROUND

Introduction

Frequently more attention is paid to the theoretical basis of programs for the preschooler than to the theoretical basis of programs for the student learners. We need theoretical positions for the student learners so we can be atuned to how we will be developing and implementing our programs to meet their learning needs. As Calvin states:

> The underlying theoretical or philisophical orientation affects the decisions of the program planner and curriculum design for the program (13:117).

Our philosophy of education sets the stage for the principles which we will be guided by in working in our programs.

Vocational child care educators can generally relate their theories, myself included, for the preschoolers with no difficulty, but for some reason feel theories of learning are not necessary for the high school students; which is an erroneous assumption. Calvin also stated that:

> Most programs seem to proceed by selecting what appears to be the best from many theories, methods and materials available (13:117).

Which is certainly true in my case.

When I tried to investigate the theory of learning I work under I was surprised to find that no one theory fit my philosophy. In as much as my program is unique in that it is a situation in which I deal with two different age levels in different learning situations; it wasn't surprising to me to find that my theoretical backgrounds

could, would, and did cross between the both groups.

I will start by describing my comprehensive theory of human development which I work under for both of my groups. It can be labeled a combination of the humanistic and holistic theories. They depict my concern with the individual as and indivisible whole, and focuses upon the integrated "wholly" functioning person as he attempts to cope with his environment as a unique individual (41).

I believe in educating the total person as a unique individual, boosting self-concept and helping the students to attain their full potential in all areas of their development; physical, social, emotional and cognitive.

> Increasing amounts of psychological research reveal the affective and cognitive components of growth to be so inextricably bound together that we can no longer think of working with the learner as a disengaged intellect (90:269).

I believe the personality functions as a whole. Cognition, feeling, emotion, action and motivation are easily seperated by abstraction, but no single one of these can function independently of the other.

I strongly believe in a learning philosophy that supports a learners positive self-concept and feelings of competence. Each person is a unique and different human being with different strengths and weaknesses. I try to encourage each student to work to his fullest potential by using this positive approach. My theory of learning for both students and preschoolers incorporates my being aware of each as a unique human being, respecting individual differences and responding to them as a person, looking at the total person and

working with that total person.

Briefly stated, that is my overall theory of human development which I incorporate in my teaching methods for each group. I try to be a model in using it myself and I hope this humanistic, holistic theory will become part of all my students theory of human relationships.

Student Learners

I will now review some of the educational theories that make up my eclectic theoretical background which I use with the student learners.

The first theory is an old one; it is the Mental Discipline Theory. This discipline states that education is a process of disciplining or training minds. Proponents of this doctrine believe that in this process mental facilities are strengthened through exercise. It is the old philosophy of formal education; learning by rote memorization, testing, reading and discussions. Proponents of this philosophy believe that if the student is trained in this way it will carry over to other types of learnings. Yes, I use some of these techniques; some rote learning, I feel, must take place, things must be memorized and tests and discussions used as teaching methods but, alone it is not enough. This traditional approach is not concerned with the psychological needs of students, it frustrates students attempts to socialize and to find outlets for self-expression.

The following theories I will review are more contemporary, the first being the Stimulus-Response Associationisms: (1) with no reinforcement or stimulus substitution (behaviorism), and (2) conditioning with reinforcement (reinforcement). They are both a scientific study of stimulus-response. They focus on observable forms of behavior that can be measured objectively.

Stimulus-response theorists do have a common goal, that of accounting for the acquisition, retention and modification of behavior patterns that occur with experience. They commonly emphasize stimulus and response rather than "mediating" processes such as perceiving, interpreting and reasoning.

I believe in some type of behavior modification, but I only reward by praising good or acceptable behaviors. I do not believe in materialistic rewards and hope through this type of conditioning I can modify some types of behaviors. I hope to change behaviors of students by providing the right stimuli at the proper time.

Second is the Gestalt-Field Psychology which instead of responding to the learning situation in terms of specific, isolated stimuli, perceives it as a whole and responds to the elements that seem significant. In effect, the learner organizes the stimuli that go to make up the learning situation into some kind of pattern or whole that has some meaning for him. Learning takes place through insight, it emphasizes experience rather than behavior. Basically, it is the notion that a thing cannot be understood by study of its constituent parts, but only by study of it as a totality.

I interpret field theory as looking at a total situation and then proceeding backwards to the individual elements that bring about certain behaviors, thinking of the learner, and taking into consideration the environment as seen or perceived by the individual student. In this philosophy the thought process, not the action is considered to be crucial. It is the promotion of insightful learning.

The last philosophy in this grouping is the

Cognitive-Field Theory of learning which simply states that: a learner develops new insights or challenges old ones; knowing and understanding functions which give meaning to a situation. How a person gains understanding of himself and his world in a situation where his self and his environment compose a totality of mutually interdependent coexisting events. It is built around the purposes underlying behavior, the goals involved in behavior, and a persons' means and processes of understanding themselves as they function in relation to their goals. It is a "goal-insight" theory of learning.

I also believe in Developmental Psychology as a theory; learners build on previous stages. I take into consideration psychological, physiological and environmental factors; behavioral acts result from the manner in which the organism interprets the environment. I believe in "Nature" and "Nurture" working together in the development of the learner. He is born with a biological potential that can be fulfilled to its potential with the right nurturing.

Lastly, I believe in John Dewey's philosophy of experience is education, learning is doing. If we let the learner have appropriate kinds of experiences, he is going to be learning appropriate kinds of things, not just a set of facts they can store away and save for a future date. Education which does not develop the thinking process of students and which does not improve their ability to solve problems outside the classroom as well as in it is to a large extent a waste of time (71,8,65,53,21).

The philosophies I have reviewed and my humanistic and holistic approach to human development help to form the eclectic background I try to work under for

the student learners.

The Laboratory Experience

I would like to interject at this time the importance of the laboratory experience. As Dewey stated:

> Experience is education, learning is doing (28:6).

I feel it is the only way the students can learn to understand the relationship between theory and practice. What more ideal situation can exist than to have students and preschoolers interacting in a living lab? By providing an environment in which theory comes to life; the students are given the opportunity to first observe and then work with children in order to gain an understanding of the individual needs of young children. The lab can also be used to motivate students in seeing the importance of theory courses and there application.

Lastly, insufficiences in program planning or in trainee qualifications may be detected. The lab can provide evaluative feedback as well as assistance in solving problems and correcting weaknesses. In addition, an opportunity is presented to screen out trainees who are not able to carry out adequate behaviors (13).

My philsophy for the student learners in the lab is incorporating their knowledge learned, developing skills in handling and working with young children, and being skillful observers who are responsible to the many facets of a child's development. The students being able to take the perspectives of the child; and outsider being a part of the child's environment and experience, constantly relating to the child in new ways and growing with the children.

Instructional Theory and Techniques

What we do as teachers, including the student

learners with the preschoolers, makes a considerable difference not only in the students learning of facts; but in their total development, self-concept, intellectual development and in all areas of their life. We provide a learning enviornment, model behavior and engage in direct instruction with the student learners and preschoolers (16,24).

At this point I would like to review what methods or techniques I use with the student learners. As stated above I feel strongly in the importance of the lab situation and I try to serve as a model in that setting. Techniques that I have found successful are:

a. lectures
b. group discussions
c. role playing
d. tests
e. lab evaluations
f. speakers
g. films, film strips
h. readings and worksheets
i. field trips
j. file boxes, folders
k. practice of techniques
l. observational assignments
m. self-evaluations

They are similar to any other teachers except for the laboratory experience.

Over-all I like to think of myself as a democratic teacher as compared to an authoritarian or lasissezfaire teacher.

Preschoolers

> If the educator is to provide the best education for young children, he must first be fully aware of the theory behind practices he uses. The educator needs to take the strengths of each theory, while at the same time recognizing each ones limitations (13:33).

The three major theories I work from are:

1. Romanticism, Maturationist Theory/ Child-Centered Curricula

2. Cultural Transmission, Associationistic-Learning Theory/ Programmed Curricula
3. Progressive, Cognitive Developmental Theory/ Open Framework Curricula

The first theory is a child-centered philosophy, extalling the inner self, virtue, curiosity and the natural wisdom of the child. In a warm, indulgent enviornment the child grows, becoming healthy and whole. Motivation for development is intrinsic.

The ideal learning is stimulus-rich, affectively warm and unstructured (or child-initiated). Teachers focus on the individual child, emphasizing development of the "whole" person as a social and emotional being.

The second ideology is opposite to romanticism. It grows directly out of formal academic traditions in which the primary, if not exclusive, objective of education is to impart facts, knowledge, cultural truth, correct answers, rules and a highly conventional view of the world. It is society-centered rather than child-centered. Motivation is largely extrinsic, being contingent upon external reward and punishment. The child is seen as empty and needing to be filled with what others have to give.

I disagree with this theory in most aspects and only use it in a positive way as stated earlier in this section.

The last ideology is of more recent orgin. This philosophy assumes that development results from a natural interaction between the child and the enviornment; and that education must provide an enviornment with resources which the child uses in actively constructing his own knowledge. The child does not simply unfold into maturity nor is he fabricated by his society, rather he develops through active engagement with and problem-solving in his enviornment.

Before I proceed further I would like to emphasis that I strongly lean towards and use this progressive, cognitive developmental theory.

Piagetian theory is based on this philosophy, recognizing the active role of the child in constructing knowledge. Following the child's spontaneous interests rather than trying to perscribe learning; the importance of child-directiveness in learning, individualization of educational experiences and permitting the child to discover and correct his own errors within limits and setting. I agree with Erikson's stages in the human life cycle, each of which is characterized by a phase-specific developmental task that must be solved. A building of ones character and personality and how problems are resolved and then proceeding to the next stage (13,50,90,29).

I believe in the plasticity of human nature which results in unlimited optimism concerning the individuals potential for change. I feel what I do affects the child in someway. I have an influence and responsibility for the outcomes of his training. I believe children have different rates of maturation but, each does go through certain processes but differently because of what they bring with them. I strongly support the idea of maturation and readiness. The child cannot do something till his mind and body are both ready.

I am an optimist in my theoretical background in that I believe a human is not static and can change and grow in all areas of development with proper care, stimulation and the encouragement of the individual's self-image.

Preschool Curriculum Goals

I believe in an open classroom. Provisioning for learning is organized around the principle of encouraging

choice-making for children. Diagnosis and instruction is generally accomplished on an individual basis, in personal interaction with the children. While activity centers are planned, interactions surrounding them are spontaneous. Humaneness is probably the most clearly emphasized dimension in the laboratory. The children are encouraged to seek new experiences (in all areas of their development), within a framework which suggests activities, planned experiences and spontaneous play.

The teachers' function more as a resource person, as a facilitator of the child's pursuit of his own objectives, and as a challenger and expander of those objectives. The teacher provides assistance and guidance when the child requests it, (or needs it) and attempts to ask questions and provide information that leads the child to a higher level of learning. This informally arranged classroom does not imply an attitude of trust in the child's pursuit of learning. Yet in still, in such a situation it is possible for the teacher to structure learning activities directly. Education should be designed to strengthen the children's abilities to describe, observe, measure, recount and recall the salient aspects of their own internal as well as external environment. The classroom is open but structured; meaning activities, experiences and program are planned to meet the above stated objectives (13,71,46).

In conclusion, I would like to mention the word "play". I believe children's play and work are not opposites. Work is thought of as serious and important activity and play thought of as frivolous and worthless waste of time. This is a gross misrepresentation. A child's play is his "work", it is his way of exploring and experimenting in which he builds up relations with

the world and himself. In play he is learning to learn. He is discovering how to come to terms with the world, to cope with life's tasks, to master skills. In particular he is learning to gain confidence,

> Play has, in fact, all the characteristics of a fine and complete educational process (63:128).

REVIEW OF THE LITERATURE

Importance of Feedback to the Student Learner and its Relationship to Accountability and Competency-Based Education

> Immediate feedback is undoubtedly one of the most powerful tools in the arsenal of instructional design. It is surprising that so little work has been done to specify the ways in which feedback acts to promote greater learning (52:522).

I have already stated that it is important for the student learner to receive immediate feedback in order to modify their behaviors; and I have stated the need for feedback because of our competency-based educational system. In this section I will review the research on the relationship between feedback and competency-based education.

A major trend in education for the past twenty years has been greater precision both in statements of objectives for instruction and the measurement of the attainment of these objectives. Competency-based education is a major reform movement in American education.

Precisely stated (behavioral) objectives have gained over-all acceptance at the local, state and national levels. Measurement specialists are becoming more concerened with the problem of building tests to measure absolute performance (norm-refrenced measures).

With this movement toward the comparison of each learner against an absolute standard (criterion) as opposed to the more traditional comparison of the learner with other learners (norm), the necessity arises for a different system of reporting school

progress to students, their parents and others.

Systems for reporting pupil progress must be developed which yield information about the learner's progress toward specific behavioral goals(27,3,51).

Before I go on I will define the differences between traditional and competency-based education. The most basic concept is that competency-based education prespecifies the standard of attainment expected of the student before instruction takes place.

In traditional systems of instruction:

(1) A determination is made about a subject or skill that a group of students should learn.

(2) Instruction on that subject or skill is presented in the traditional ways. Instruction and learning time is usually the same for all students.

(3) A test is given to all the students. An individual student's grade is usually based on comparison of their score with the scores of the other students with little or no feedback.

In competency-based education the format is somewhat different:

(1) A determination is made about the information or skill that needs to be learned.

(2) The standards or criteria of achievement is in the form stated behavior through which a student can demonstrate that they have learned the content of the instruction. These criteria are provided before instruction begins.

(3) Instruction can be group-centered or individualized.

(4) The test may be a written one on information presented, or it may be a performance test, evaluated by an observer with a performance checklist.

(5) If the student learner passes the test(s) at the prespecified mastery level or above, they go on to the next unit of instruction. However, unlike

traditional instruction, students who do not meet the established criteria must return to study and/or practice the content of the first unit of instruction until they can pass at the prestated criteria level (3,51).

The biggest problem involved with the criterion-refrenced measuring and reporting system is: well-constructed criterion-referenced tests are not available, teachers most usually are left to their own devices for test construction.

Although much of the current output of literature on the various "things" associated with competency-based vocational education may not be research based, and is widely divergent, it does represent to the profession the growing power and acceptance of the movement. The literature states that instructors are generating more creative approaches to helping students learn, and are developing less rigid instructional systems. Nearly all type of competency-based vocational educational programs require processes that collect and use performance data from students to improve student learning and also to improve learning materials and instruction practices.

A comprehensive evaluation of student performance should provide guidance for academic improvement, but students too often receive scant critical commentary on their progress. Letter grading, the most commonly accepted form of evaluation is particularly susceptible to the charge of insufficient feedback to the student. At this point in time that is how we must grade our students, but could we not base that letter grade on some type of measurement that would give the student learner feedback on his performance and academic progress?

Evaluations should mean providing a great deal of information to students about their academic performance-

strengths, deficiences and corrective steps to be taken, relative standing and other pertinent details. Students often receive little critical commentary on their papers and examinations. The result is that the prospects for academic improvement are diminished (51,63,70).

When assessing the learning experience of a vocational child care class it must be done with two types of assessment instruments:

(1) An assessment which evalutates what a student knows; it is designed to assess those things that a person must know in order to perform competently.

(2) An assessment designed to asses those things that you can observe; a learner doing the "how to" of those situations where the application of a particular task or behavior is appropriate (63).

At this time I must interject the importance of; and the care with which an instrument is constructed. The greater likelehood that two or more trained people will obtain the same reading (or score) for the same value of operation is most important when developing a competency-based measurement that evaluates actual performance of the student learner.

Another consideration is that evaluations should be done frequently or continuously and in this way feed-back to students can lead to new desires to learn. The measurement can help foster positive feelings within the student learner. If done frequently the students become comfortable in the situation presumably because they perceive it in the context of helping them refine skills rather than purely an evaluative process.

Students are generally eager to participate in learning activities that are part of their real life situation because they can apply the content learned

in the classroom to real events. The practicum or lab experience is an attempt to over-ride limitations on learning and student motivation resulting from grading strictly on objective tests.

Alternate ways of grading are sought that permit learning from many sources, encourages use of analytical skills and application of course content. Persons such as employers, peers, parents, teachers and supervisors who are affected by or involved with these real life situations can help students evaluate their performance, i.e., the student's employers on their co-op jobs.

Student performance in real life situations can generally be evaluated by one or more of the following procedures: (1) observing a students plans and preperation for an activity, (2) observing as a student performs an activity, and describing and/or judging the behavior, (3) observing and/or judging the quality of the product, (4) asking others who were involved in or affected by the activity about the performance, (5) questioning the student directly. These procedures require direct observation of the learner and can be facilitated through the use of observational techniques.

These techniques require the observor to make subjective judgements about the learner. However, we are faced with the choice of either using them to evaluate student performance and growth as validly as possible or ignoring those outcomes that cannot be measured by conventional testing methods. Objectives stated as expected student outcomes can guide us in determining what behaviors to focus on during observation (95,57).

Students may know all the facts and principles of child development and nursery school procedure but the quality of performance involving physical activities and contact with the preschoolers cannot be predicted by a paper and pencil measurement.

If we wish to gain the information concerning the students ability to perform we must do so by direct inspection of the quality of that performance. This means the pupil must be given an opportunity to perform under suitable conditions. This type of student evaluation has all to often been accorded a secondary place in the pupil evaluation program. Unfortunately too much teacher feedback is negative or corrective in nature. If evaluation is to be effective it must be regarded by teachers and learners alike as a continuing and integral part of the learning process.

Definitions of Measurement and Evaluation

Differentiating between the terms "measurement" and "evaluation" is sometimes difficult. The two terms are related, yet decidedly different. Evaluation is a more inclusive term than measurement. Measurement is only a part, although a very substantial one of evaluation. It provides information upon which an evaluation can be based.

As a clarrification to the reader I will be developing two measuring devices to be used in the total evaluation process of the student learner.

Educational measurement is the process that attempts to obtain a quantified representation of the degree to which a student reflects a trait. The measurement process is fundamentally descriptive. It strives to describe the degree to which a trait is possessed by a learner in terms of numbers rather than words. The advantage of reporting numbers rather than adjectives is obvious; they are notably less ambiguous than verbal descriptions, and the meaning of an adjective varies from teacher to teacher. The measurement data should not change if the measurement has been carefully executed with appropriate instruments.

Learner evaluation is a process in which a teacher

commonly uses information derived from many sources to arrive at a value judgement. The measurement is to be used as a technique to reach a sound basis for a good, fair, and unbiased evaluation of the student learner for grading purposes. It is also important to remember that performance evaluation is not always reliable because pupil performance is not always successfully sampled and the observor not always consistent. Repeated sampling of learners performance and independent observations by one or more qualified teachers increases the reliability of the process (33).

Problems to be Considered when Compiling a Measurement Test Anxiety

The first problem to be considered is test anxiety. Because the measurement is used in a laboratory situation the students must be comfortable in that situation. The students' should not be evaluated on their first exposure in the lab setting unless the teacher does it without their knowledge and saves it to compare with ones done later on in the semester. The pressure on the student would be too great at that time. Verma and Nijhawan have found that anxiety interferes with learning only if the subjects perceive the situation as threatining and they feel they do not have the adequate capacity and (training) to perform adequately (89,72).

> Ours is an achieving society. Being socialized in it frequently generates uncertainty and anxiety about how competent or successful one is. It is during the preschool years that the child's initial predisposition toward evaluation is believed to develop (40:97).

Research with adults supports the basic hypothesis that individuals who are more strongly motivated to achieve success than they are to avoid failure show preference

for tasks of intermediate difficulty, persitance in working at achievement-related tasks, and a higher level of performance at achievement tasks. The test anxious person will seek to avoid failure when given the opportunity by choosing either very easy tasks in which success is assured or very difficult tasks in which unsuccessful performance would be expected by everyone (2).

In addition to this it is noted by Verma and Nyhawan that while studying the effect of anxiety and experimental conditions on the learning of a difficult task, it is essential to take the intelligence level of the subjects into account. Their findings indicate that when the subjects have adequate capacity to perform the task, anxiety and reinforcement do not have any effect on performance. On the other hand, if the subjects are of low ability, anxiety interferes with learning under all reinforcement conditions. But, differences in the performance of the two groups were minimized under praise (89,47). Vanzant also found that positive feedback to the learner causes less worry and anxiety (88).

It has also been found that setting reasonable goals that recognize a learners abilities and level of development helps to minimize performance anxiety (72,73). Also, performance evaluation as compared to test evaluations produces less anxiety (91).

Evaluation anxiety has been seen to be an important factor in a learner's intellectual development and school progress. Perhaps strong test anxiety and poor performance reinforce each other in a reciprocal fashion. We need to find testing practices that minimize the interfering effects of strong evaluation anxiety and to help students cope with whatever anxiety that arises.

Ability Grouping

A basic rationale for ability grouping is that if a classroom of learners is homogeneous in intellectual

ability, teaching methods and content which must necessarily be geared to some level for the whole group will be more likely to be effective for all children in the class than in a random, heterogeneous grouping. But, summaries of research on grouping and achievement generally report grouping to have little or no effect on the achievement level of students when intellectual capacity and social background are heterogenous; and it helps motivate students of lower ability levels (23,69,74). There will be a price in terms of amount of work within the classroom and the overall curriculum unit as well as less time and consequently a lower standard regarding more advanced objectives in some cases.

The solution would be a more individualized instruction for brighter students and slower students. We would set different performance objectives for each grouping. We must change our way of thinking for a whole group and the different levels of learning must be taken into account. This leads directly into the next topic.

Mainstreaming

Mainstreaming is an educational process of maintaining or returning exceptional students who can best profit from such placement to the regular education classroom, with all needed supportive services provided. Its primary purpose is to enable students with minimal educational and behavior disturbances to participate in the normal classroom as much as possible so that they can be better prepared to take their place in society (35).

Why do I bring this topic up? Michigan Law requires the mainstreaming of students into programs. The law states that we must plan a curriculum based upon individual student performance objectives. We must write individual objectives for that student in accordance with his needs for personal adjustment training, pre-vocational and vocational training (52).

If there is a special needs student in a vocational child care program special performance objectives must be written for that student and the measurement and evaluation devices must fit his own personal performance objectives.

Realistic goal designing for special needs students is very important. Three priorities must be taken into consideration when developing performance objectives for these students.

(1) Promoting optimum development of the learner's capacities and personality. Disabilities and environmental handicaps bring about uneven development and it is essential to do everything possible to compensate for the direct effects of the handicap and also to avoid side-effects of the handicap and also to avoid side-effects such as emotional unsettlement, immaturity or social isolation.
(2) Academic attainments and the acquisition of knowledge.
(3) Ensuring that the student is being educated so that he may have the best preperation for successful adjustment to living and working in the community after the learner has left school (37).

I have found that performance objectives need not be changed very much for the special needs student. I find these students to be most eager to participate and meet standards set in working with the young children. I hesitate in only two areas: (1) I sometimes find their maturity level is lower than their age level which poses a problem in dealing with the younger children; individualized attention is needed in this instance, (2) in most instances I cannot recommend the special needs student as being able to handle more than two children alone at a time. These two problems seem to be the biggest obstacles in their ability to work with the young children and they must be taken into consideration when developing the performance objectives.

Choosing Evaluative Techniques

The following list does not pretend to be an exhaustive one but, it may provide helpful criteria as teachers make judgements about techniques to use in evaluation. The order is random.

1. The purposes for which evaluation results will be used affect the choice of evaluation procedures.
2. The greater the variety of evaluation techniques used, the more likely the judgement is to be a fair one.
3. The type of evaluation procedures used affects motivation and achievement.
4. The objectives for a course or other learning activity affect the procedures appropriate for evaluating that course or activity.
5. If evaluation procedures provide the learner with knowledge of objectives and evaluation results, his motivation and achievement are likely to be enhanced.
6. Unless a procedure measures the content it is said to measure, no judgement based on the measurement can be sound or fair.
7. If all who score a test arrive at the same score, judgements based on the test are more likely to be sound than when there are differing scores by different judges.
8. The type of subject matter being taught affects the choice of evaluation techniques.
9. A learner's self-concept is affected by the evaluation procedures used and by his success or failure experiences with them.
10. When learners can utilize self-evaluation techniques they are more able to identify their own needs and to take initiative in learning (78:10).

This list clarifies my position on the importance of the measurements used with student learners; more is at stake than just a letter grade.

Grading

Putting it all together is the hard part of evaluation. Cumulating many evaluations, difficult though it is, has some value. It also has some disadvantages, as has been pointed out by such educators as Simon, Johnson, and Melby (49,45,61). They believe it creates anxiety, interfers with learning, encourages conformity and competition; destroys self-concept and creates an advesary relationship between teacher and students.

Regardless of how one stands on the issue, the fact remains that at this point most teachers are in a position of no choice. They have to give grades. Because we are working within this framework of letter grading my measurements will give a letter grade and the standards each letter grade represent. But because they are only one type of measurement it will be necessary to take into consideration the other measurements used, i.e. tests, papers and weights given to each measurement in determining the learners evaluative grade (95).

Grading for the special needs students must also be considered. Are they graded on the same scale as the "regular student"? I believe they should not be. Their performance objectives will be slightly different than are the "regular" students and their grading should be at a different level. A special needs students "A" will not mean the same as a "regular" students "A" but, it will be an "A" for that student's performance objectives. Tyser has used this technique with success (87).

Rating Scales

A rating scale is a reporting device that has a list of characteristics or qualities to be judged and a scale for indicating the degree to which each attribute is present. The characteristics or qualities to be judged should be observable and consistent with the objectives. Gronlund classified the uses of rating scales into three major

evaluation areas: (1) procedure(process), (2) product, and (3) personal-social development (34).

In real life situations a rating scale is the most meaningful way to share data with students on their performance in the lab situation.

The characterestics or qualities to be judged can be adapted to either a numerical rating scale, a graphic rating scale or a descriptive-graphic rating scale (54,59).

A numerical rating scale requires the observer to use numbers to indicate the degree to which a characteristic or quality is present. (Example
To what extent does the student help the children with their art projects?
1 2 3 4 5)

The graphic rating scale has each characteristic or quality that is being rated on a horizontal line. The observer places a mark on the line to indicate the degree to which the characteristic is present. (Example
To what extent does the student help the children with their art projects?
Never Seldom Occasionally Frequently Always)

I have used the numerical rating scale and had found it was not descriptive enough. The measurement's in this essay will use both the numerical and graphic rating scale techniques. I feel it will be more benefical to the student learner to have a description of performance rated and a numerical grade in order to give the student a grade for their actual performance in the lab situation that day. Each item will give a number grade and description; and when the items are totaled it will give the student a numerical or letter grade. (Example
To what extent does the student help the children with their art projects?
Never Seldom Occasionally Frequently Always = _____
1 2 3 4 5
Comments _____)

REVIEW OF THE LITERATURE

Similar Child Care Training Programs

Early childhood education students in the College of Education at the University of Illinois participated in developing, organizing, and conducting a play group one day a week for two-to-five-year-old children and their parents. The objectives of this experience were to give students opportunities to:

1. learn how to organize and implement a program for young children via direct experience.
2. make meaningful decisions in a work rather than a classroom situation.
3. work closely with parents of the children in a play group.
4. accomplish tasks that are relevant and meaningful to them within the context of a non-abstract learning situation.
5. meet and solve problems on an interpersonal level while working together for a common goal.
6. learn to identify when help is needed and where to seek help when it is indicated.
7. translate into practice knowledge obtained from reading, lectures and discussions.
8. test experiences gained from other classroom participation (93).

Students evaluated the children's program and the parents' program but, no one discussed the evaluation of the student learners.

The objectives are similar to mine, but the training is not as extensive. This was not a laboratory program, just a short survey of what would be involved in working with young children; which at the college level should be done and more extensive then just a play group situation.

Lolly, Honig,and Caldwell emphasis when training paraprofessionals direct supervised work experiences are the most effective training devices and a commitment to respect the attributes a paraprofessional brings with them. They are concerned with assessing a learners technique and style in handling children. They evaluate the learner through direct questioning and effective role-playing situations. The last step in the training procedure is the actual lab experience (55).

Castillo and Cruz feel that the competency-based approach to teacher training and credentialling has begun to identify and define the competencies and skills needed by teachers in child care settings. They are specifically interested in competencies unique to a teacher of Spanish-speaking children but, they have developed an assessment process to evaluate the candiate-teachers' possession of certain competencies needed in working with young children.

The first is a self-assessment technique. The instrument consists of a set of cards which describe the competencies and asks the candidates to rate themselves on each competency. It is a numerical and graphic rating scale.

The next assessment rates the candidate's observed classroom behavior and interactions with children on a 0 to 4 continuum. Another scale allows the assessor to note the specific type of curricular activity being conducted by the candidate during the assessor's classroom observation and its relation to one or more specific competencies being rated. Another scale was developed to rate the learner's competence in arranging and maintaining a classroom enviornment for maximum effectiveness.

Castillo and Cruz believe the assessment should serve as a diagnostic tool useful to the learner in their professional growth (15).

The many programs I reviewed all gave teaching guidelines related to the training of preschool assistants, child development center assistants, and early childhood assistants. They provided workable, basic information dealing with themany and varied duties performed in the nursery school teacher aide occupation. Content, learning experiences, and resources were included as based on analysis of tasks that workers perform in working with young children. Every program reviewed could give detailed descriptions of what should be learned, and tasks involved but, none gave their techniques of assessment other than general testing and general observations of students (7,1, 10,36,6,4,86).

This leads me to my last program review, the Child Development Associate and why it is important to our vocational child care programs at the high school level.

The Child Development Associate program (CDA) is a nationwide experimental program which embodies a new concept for career preperation and credentialling of child care staff. Its basic thrust is to provide high quality training for classroom staff, thus improving the quality of preschool programs for children. Both training and credentialling are to be based on a set of competencies that adults need in order to work effectively with young children.

The CDA Consortium is seen as an opportunity to explore alternatives to the traditional modes for assessment and credentialling which emphasize years of schooling and college degrees. The CDA Consortium envisions a process whereby a person's competence is determined by his actual performance with children as well as his knowledge of sound child development and educational theory.

Competence is not necessarily the result of courses a person has taken or the number of years a person has spent in school but, may be developed through experience or

directed training. In recent years literally thousands of untrained individuals have been employed in existing preschool programs. Their contribution and experience cannot and should not be ignored. Continued involvement including either formal or informal training makes them an invaluable professional resource. While it is true that many highly qualified professionals have taken roles in child care and early education programs, it is equally true that large numbers of incompetent individuals have found their way into the field. Hopefully, the CDA certificate will be a nationally respected credential certifying professional competency which would upgrade the standards of personnel working within the child care profession.

The awarding of the CDA credential will be based upon careful evaluation of each candidate's demonstrated ability to work effectively with young children.

The CDA program is currently made up of several components or parts. First, is a list of competencies which describe what a Child Development Associate should be able to do. (I will review those in the next section) The competencies are the foundation for the development of both training and assessment techniques. Second, are pilot training projects which are developing innovative training methods to help trainees in the acquisition of the competencies. Third, is an assessment system which will assure that CDA's as a professional group who hold a credential that is nationally respected.

The Child Development Associates, or CDA's as they are popularly called, will be representatives of a new professional category. CDA's will be child care specialists (85,83,19,94).

Why is this CDA credentialling important to our vocational child care programs? First,because of the recognition of a professional group who is competent in

working with children. Our students who do not plan to go on to college or any form of higher education would be able to qualify for this CDA certificate. We would be able to train our students and prepare them for this CDA certificate upon graduation from high school. They would be able to compete and qualify for positions in the field of child care.

Second, our goals are similar enough so that we can incorporate them within our teaching framework. Third, the need for assessment of trainees is recognized. The need to assess the competencies that are needed for working with young children. Our goals and philosophy are similar enough so that we can work together to help upgrade the profession and quality of child care available to everyone.

Measurements

The first measurement reviewed is a teacher structure checklist (92). The checklist was constructed to assess observable nursery school teacher practices. The author felt that the teacher's structure and specifically her control and direction of children reflect her educational objectives and values, her orientation and philosophy of child development and her personality. The author feels the checklist has a potential usefulness both in providing a tool of communication for use in inservice training of teaching staff at all levels and particularly in providing a tool to help teachers and aides assess and evaluate their practices.

I felt the checklist could be useful in evaluating how much structure the student learners are using when working with the children.

The second measurement I found was from the Oregon State Department of Education, Vocational Education Section (18). They have published a handbook which presents training guidelines for the development of

child care services training programs at the high school level. They developed assessments for each task in each area of the nursery school training program. The problem with this checklist is that it evaluates the task but not the trainee in carrying out the task, i.e.; selects and uses books, records, music, toys, games, stories and play equipment appropriate for individual child. It does not evaluate the trainnes effectiveness in using them.

It also contains an employees appraisal rating sheet but, this only judged very broad categories, i.e., ability to follow instructions, cooperation and quality of work. It also contained a self-evaluation to be done by the student learners.

I believe all three of these types of assessments should be used to evaluate the student learners. But, more depth is needed in order to assess actual performance.

As you will see later in this section I have included my own assessment tools that I have used and my criticism would be the same for them. They are too broad, they only penetrate the surface on competencies needed in working with young children.

The last measurement I found was designed to assess the overall operation and quality of all Title IX day care services in Pennsylvania (25). I found it to be quite extensive and done in more depth than the other instruments I have reviewed. It evaluated the caregivers actual performance in handling and working with the preschoolers.

C. Measurements I have devised and Used

This section will review the instruments I have devised and used with my trainees. Numbers 1,2,3,4,5 were used by the teacher to evaluate the student. Number 6 was used by the employer to evaluate a student trainee; and numbers 7 and 8 were self-evaluations to be done by the student trainee (see Appendix A).

BODY OF PAPER

Description of Ferndale Setting

The Vocational Child Care Program at Ferndale was initiated in September 1966; it was the first home economics department in the state of Michigan to develop this type of training. I am sorry to report at this time that the program is no longer in existence. It was an excellent training program and used as a resource for other school districts who were initiating the same type of program.

General Course Description

The vocational child care program was offered to junior and senior high school students. The training could terminate upon graduation from high school, or it could be continued at the post graduate level.

The child care program requires a student to spend three class periods daily studying child growth and development and effective management practices for the nursery school. Students spend two days a week in the high school laboratory nursery observing and working with children under the supervision of a professionally trained specialist; two days in a private nursery, co-op, or day care in the community (earning a wage), and one day in a formal classroom situation.

The program provides excellent background for anyone interested in entering a profession that entails human relationships: teaching, nursing, social work, etc. The course can be taken for one year or continued into a second year. The second year students will work five mornings a week with a related child care class. The second year stresses indepth study of child development, practical experience and if the student so desires, he may work towards his CDA credentialling.

A child development course is offered to all high school students which should be taken before entering the vocational child care program; it is not a prerequisite but, would be helpful. I have included the behavioral objectives for that course in the appendix (see Appendix C).

Before I continue to describe the actual school program I would like to define for the reader what a vocational program is and what cooperative training means. It is different from a child care program in that the students must work and train outside of the classroom and school facility. The student must have a job which pays the federal and state minimum wage, and the job experience must be coordinated with their school course. Credit is given upon completion of the work experience. A co-op's (student learner) place of employment will be his training station and the learner will be evaluated and graded by the supervisor at the training station. The student's grade or evaluation will take into consideration his: (1) school laboratory performance, (2) co-op performance, and (3) theory learned and tested in the classroom situation.

In order for the school district to receive state funding for this type of vocational program the students must work outside of the school, and the teacher must have a vocational certificate in the area of program specialization.

Coordinators Duties

The teacher is referred to as a coordinator and the duties are as follows:

1. instructor of the occupational orientation and related skill training laboratory class in which all trainees are enrolled.
2. coordinator of the job laboratory experience for the occupation.
3. guiding and selecting students(see Appendix D).

4. developing, planning and coordination of the program.
5. supervision of the high school students in the program.
6. assisting students in making personal adjustments.
7. guiding students in understanding the needs of children and their developmental processes.
8. locating and placing students in training jobs.
9. assisting students in adjusting to their work environment.
10. working closely with students and supervisors at the work station experience.
11. vocational counseling.
12. participate in professional organizations.
13. directing vocational youth organizations.
14. providing services to the students, graduates and adults.
    a. school babysitting placement
    b. guidance and placement services to graduates
    c. participating in the planning and operation of adult education programs

Lab Nursery School

1. individual interviews of prospective children and their parents.
2. confrences with parents throughout the year.
3. parent meetings.
4. selection of equipment and management of the lab.
5. developing, planning and coordinating of the program, delegating as much responsibility as possible to the high school students.
6. supervision of the high school students in the program.
7. interpretation of the nursery school to parents, students, visitors, etc.

I was most fortunate in being able to have an assistant who worked directly with the students in the lab program. She was needed in order for the coordinator to observe the students on their jobs (22,60).

Description of the Physical Plant

The laboratory facility was built into the high school when it was constructed. It is composed of two rooms. The large room is approximately 33'x28'. Included in this area is: large windows with window seats, a childrens bathroom facility, low shelves on one wall, radiant heated floors and water play sinks. The activities carried on in this room are: large muscle, jungle gymn, building blocks, tricycles, workbench, waterplay and art activities.

A one way observation glass was built into the wall which adjoins the two rooms.

The second room was designated as the quiet area and it is approximately 33'x14'. Included in this area is: outside entrance to the lab, kitchen facilities, coordinators desk, fireplace, lavatory and childrens cubbies. The activities carried on in this room are: housekeeping area, science, snack, manipulative toys, books and reading area. The housekeeping section has a tile floor for waterplay but, the rest of the area is carpeted. A fireplace and couch are in this room which is an asset to quiet activities.

The quiet room was also used as my classroom area which made for a different and relaxed classroom atmosphere for the high school students. I had no problem working in it and really enjoyed its uniqueness as did the students.

A courtyard or playground was also included. It is enclosed by the corridor of the school building. It is approximately 60'x62'. There is no permanent equipment on the courtyard but portable equipment could be stored outdoors for easy convenience.

The only criticism of the physical plant is there were no facilities for observation of the preschoolers. Students were not able to observe the children from a private observation booth. Other than this one criticism it was an "ideal" facility (see Appendix B).

Description of the Laboratory Program

The following objectives are very general but do state the purpose of the vocational child care program.

1. To prepare trainees in all phases of childcare, including knowledge of not only the necessary skills, but also to develop an understanding of the physical, emotional, intellectual and social growth and needs of the child at each stage of development.
2. To provide a laboratory for training a wage-earning service occupation.
3. To determine the kind of experiences and activities necessary for job success.

I will now describe to the reader how I fulfilled these objectives.

The program enrolls approximately twenty high school students. The nursery school lab is not opened until the beginning of October which gives myself and the students about one month of intensive training which includes; theory, skills and vocational preperation.

The class meets for three hours each day which is ideal for the lab schedule. The students do not start their job experience until the first of October so everyones basic training will be done together as a group before we start our lab program.

When the laboratory is in session half of the group will work on their jobs Mondays and Wednesday and work in the lab on Tuesday and Thursday. The second group will work on their jobs Tuesday and Thursday and in the lab on Wednesday and Monday. On Friday we meet as a total group for discussions, evaluations and planning for the next weeks activities in the nursery school. I found this Friday group to be a must in this type of program. It was necessary for us to meet as a total group once a week.

The laboratory nursery was broken down into four

areas: (1) kitchen-snack, (2) quiet, (3) block, and (4) art. Two students worked in each area for one month and then rotated to a new area so they would have experience in each area. They were responsible for planning and carrying out all activities that took place in the laboratory.

An activity calender for the nursery school had to be planned and written upon each Friday subject to the teacher's approval. Each area group would write down their plans for the following week so groups would not duplicate activities and activities could be coordinated to compliment each other in all areas. It was also needed in case a student was absent and someone had to fill in for them. It was a must to have activities thought out, planned, approved and written up for the following week. An activity or project form also had to be written up in order for the students and the teacher to evaluate their projects (see Appendix E).

Students who were not involved in an area were required to do observations on specific aspects of the childrens growth and development.

Responsibilities of Each Area of the Nursery

The responsibilities listed in the appendix are brief and only state tasks but, they are going to be a part of the items used when developing the measurement to evaluate the students (see Appendix K). The students are given total responsibility in the lab at the end of the first two weeks of nursery school. The first two weeks are planned by myself and my assistant with the aid of the students.

The laboratory program ends on or about the 30th of May; the following three weeks are used for closing the nursery and evaluation of our year of working with the young children.

During the course of the year the students are required to compile file boxes and folders. Included in the

file boxes and folders are specific skills and ideas for working with young children (see Appendix F and G). Hopefully, both of these projects will be valuable to them when they are employed. They can add new ideas and have specifics they need at their finger tips.

The Laboratory Nursery School

The following objectives serve as a guide for the students and teachers working within the lab nursery.

1. To provide an environment of warmth and security in which a young child can thrive.
2. To help a child see himself as a worthy, contributing participant in a program responsive to his needs.
3. To foster within each child a sense of responsibility for his actions and respect for the rights of others as well as his own.
4. To assure optimal physcial development through activities and equipment designed to foster motor development and by a sound nutrition program.
5. To provide guidance, equipment and materials in an atmosphere which furnishes maximum cognitive stimulation (20,26,71) also (see Appendix H,I and L).

The nursery is open to any three or four year old residing in the Ferndale School District. The parents were asked to pay a fee of $100.00 which covered the cost for equipment and food. We accepted twenty children and tried to have ten 3's and ten 4's also broken down into half boys and half girls. The parents were encouraged to participate in field trips and nursery activities and were always welcome to observe at any time.

We had two parent meetings; one at the beginning of the school year, and a pot-luch dinner at the end of the school year. The students also were involved in the writing of a newsletter to parents which shared with them things that happened in the nursery school. I was available for parent confrences whenever they were needed or asked for.

SPECIFIC COURSE OBJECTIVES: VOCATIONAL CHILDCARE AIDE TRAINING

1. To identify the need for day care centers and well-trained staff at the professional level and below, for the care of children of working mothers, and a service to the family and community.

2. To differentiate between the various types of child care facilities available, and to recognize the different needs of each.

3. To discover the importance of the child care occupation field in today's society.

4. To identify the personal qualities desirable in a child care worker.

5. To accept responsibility for one's own health and the health of others in the laboratory nursery and on the job.

6. To develop job competencies that will enable one to successfully obtain and retain employment.

7. To identify and assume responsibility for emergencies that might arise in the child care situation.

8. To differentiate between "baby sitting" and "child care".

9. To contrast child care responsibilities with other types of occupations.

10. To identify the various types of childcare facilities and evaluate the care of children provided therein.

11. To identify the characteristics and needs of the young child and his family.

12. To contrast the structured with the non-structured nursery, and evaluate programs of each in regard to the development of the child's physical, social, intellectual, and emotional growth.

13. To learn to evaluate behavior through observations of the child, utilizing knowledge gained in class.

14. To solve problems in the nursery through looking for the cause, rather than treating the symptom.

15. To recognize the contribution that a good nursery school experience can make to the child's development, as it supplements the home background.

16. To construct a list of activities appropriate to the preschool child's developmental level, that will contribute to his physical, intellectual, emotional and social growth.

17. To identify the nutritional needs of the preschooler and assume the responsibility for planning snacks at a budgeted allowance, shopping for, and preperation of food, as well as the clean-up operation.

18. To plan story-time, choosing good books appropriate to the interests of the children, and related activities completing forms provided for that purpose, identifying concepts involved; and evaluating performance upon completion of the session.

19. To develop skills in various story-telling techniques: reading, chalktalks, flannel boards, puppetry, picture discussion, and accept responsibility of performing in each area; and recording information on each effort in an organized fashion.

20. To list equipment that should be included in the nursery school experience that meets the needs of the preschool child.

21. To construct various science activities to help children discover more of the world about them.

22. To identify appropriate cognitive activities at the preschool level.

23. To choose craft activities that allow children creative expression.

24. To plan crafts using simple materials which are inexpensive.

25. To make paste, play dough, finger paints from common household staples.

26. To conduct song and game time in the nursery, using a variety of items and techniques.

27. To participate in games, songs and similar activities on own initiative when opportunity presents itself and the need exists.

28. To identify the need or value of dramatic play, and arrange for same in various areas of the nursery and training station.

29. To recognize the importance of room arrangement as it pertains to the nursery.

30. To evaluate one's performance in the nursery daily, in oral or written form.

31. To identify ones own feelings and handle them positively.

32. To recognize that behind all behavior a "need" is being served.

33. To identify ways in which children achieve independence.

34. To discover the necessity of establishing limits appropriate to the child's level of understanding, without interfering with his needs for autonomy.

35. To conduct oneself like a professionally trained person in conduct, dress, grooming and confidences.

36. To become aware of job opportunities available to you upon completion of this training.

37. To discover one's talents (and others' talents) and develop them to their fullest potential.

38. To develop a sensitivity to the needs of everyone in the nursery, carrying this beyond the school environment.

39. To be alert to needs of the moment, regardless of whose responsibility it is to meet those needs.

40. To identify and accept the responsibilities of the various areas of the lab nursery and the training station, and perform same.

41. To solve the problem of time management as it relates not only to the lab nursery but, to one's personal life as well.

42. To assume proper care and storage of equipment.

43. To perform satisfactorily in the business area of the nursery school including telephone responsibilities, filing and records.

44. To seek out and use resources available for furthering knowledge of child development.

45. To develop habits of punctuality and regular attendance at school, as well as on the training station.
46. To keep accurate records of responsibilities assumed, and performance of each, on tasks in the nursery and training station.
47. To evaluate one's vocabulary and grammar, striving constantly to improve upon same.
48. To write a letter of application for employment, including a well constructed resume of experiences and education.
49. To learn how to seek out employment possibilities.
50. To accept responsibility for obeying all school rules and those of the department that licenses nursery schools and day cares.
51. To complete various forms necessary for employment on time, including work application permit and health forms.
52. To differentiate between those times when guidance and direction are needed, from those times when it is not, recognizing the child's need to explore and express himself without direction from adults.
53. To become a more aware parent.

I have now summarized the vocational program and all of its components and have included at this time the objectives I work from in training the student learners. I feel the objectives listed will help the reader understand what I feel is important for a student learner to know in order to function as a competent child care worker. My objectives are not stated in behavioral terms, but they are all included within the states performance objectives for vocational child care and guidance (81). I also reviewd the states recommended minimal pupil performance objectives for preprimary education programs (82). They are quite inclusive and I do feel they can serve as a guide to

teachers in developing programs for preschoolers.

I will now review in brief the competencies the CDA consortium has developed. These, I feel, are very important because a student must be trained to meet these competencies if he should decide to go on for the CDA certification upon graduation from the vocational program.

Review of CDA Competencies

The CDA Consortium has developed a list of competencies, generated and agreed upon by a large number of child development "experts". The competency list was developed under the impetus of the Department of Health Education and Welfare, Office of Child Development by a task force called the Child Development Consortium Incorporated. The task force established six major areas of responsibility for preschool teachers, developed a preliminary set of competencies under each of the six major areas and added a set of personal capacities necessary for relating to children. They are as follows:

1. Establishes and maintains a safe and healthy environment.
2. Advances physical and intellectual competence.
3. Builds positive self-concept and individual strength.
4. Promotes positive functioning of children and adults in a group.
5. Brings about optimal coordination of home and center child-rearing practices and expectations.
6. Carries out supplementary responsibilities related to programs (62,84) also(see Appendix J).

I have reviewed the above mentioned objectives and guidelines because, I feel, they are important and need to be looked at, and incorporated into my measurement device. Looking at the guidelines and objectives enabled me to determine which items should be included and of what importance these specific competencies held in the training of competent child care workers.

Art Competencies

This section will review my philosophy of art and the

preschoolers; and will review competencies needed in working with preschoolers in this area.

> In considering how to foster the artistic development of young children we are faced at the outset with two fundamental issues. Firstly, we need to understand how at this stage art relates to intellectual and emotional aspects of development. Secondly, we need to recognize both the continuities and the discontinuities between child art and adult art (11:34).

Children need opportunities for free, creative expression of their ideas and feelings in their own unique and personal styles, and in non-verbal as well as verbal modes. The teacher must provide an environment which is aesthetic as well as emotionally safe, in order to foster such expression. The teacher must offer many opportunities, a variety of media, support and guidance in order to facilitate a growing perception and control in the use of media.

In order to assure the child's freedom to create, the teacher needs to maintain in the classroom an atmosphere of understanding. Feelings and emotions do exist, and the child's talk about them and his expression of them should be accepted.

The young child who is just beginning to paint and to work with art materials works rapidly. The child of nursery school age is eager to begin. Preplanning has no meaning for him. He paints as he goes. The young child is fascinated with the exuberance of painting. He enjoys the doing of it; not what it looks like. Pressure to create can be excerted on the child in subtle and indirect ways by persons who think they are helping him. Adults, anxious to see the child paint or draw something that can be named, frequently ask a child, "What is this?", or "Tell me about your painting." This indicates to the

child that he is, at least, expected to name the objects in his picture. This is extremely difficult to do, if, indeed possible at all. Asking the child what he has drawn, even though he maybe drawing people, houses and objective forms also indicates to the child that his art is so poor as to be completely incomprehensible to us. This causes the child to feel a sense of failure. If a child wants to talk about his art, give him your attention but never a value judgement on his work. Always remember the process is much more important than the finished product (71,44,43,31,17).

The above review helped me to determine competencies needed by a student learner when working with children in the art area. Included in the appendix is a work-sheet I have found helpful in training student learners in the art area (see Appendix M).

Science Competencies

This section will review my philosophy of science and the preschooler; and will review competencies needed in working with preschoolers in the science area. Gagne states so simply that:

> Discovery without guidance makes the learning of concepts a terribly slow process (30:32).

To guide science discovery learning in the preschooler two teacher functions appear to be needed: (1) nurturing children's curiosity and, (2) providing active learning experiences that extend and clarify common events in the lives of young children.

What is science for young children? Science is helping children to know about the world around them, to help them feel comfortable in it, to be able to work around in it and to look at things and wonder about them, and to try and understand them. This is a way of thinking, and it starts with the wonder. In early childhood children are at the peak of their powers to explore, to experiment, to question, to want to know. The wonder, therefore, suggests the problems needing answers; the puzzling and experimenting and examining suggests the possible solution; and through this curiosity, this exploration, a child draws his own conclusions. This is what science should mean to the preschoolers (59).

Another consequence of the science learning experience is its natural opportunity of developing in the child the ability to learn to solve problems through the use of scientific methods. I am not saying a child realizes that he is using this scientific method but, he is logically learning the building blocks to reasoning and problem solving.

The development of understanding involves the putting of meaning into all the environmental aspects of life or

the building of concepts concerning elements within and outside oneself and one's relation to these elements (58).

According to Piaget, the preschool child is essentially prelogical; that is, his approach to the world is not based on a logical, critical examination of the evidence for or against any given proposition; but instead, is based on the significance of the proposition as it bears directly on him. Piaget argues that the child tends to reason only in terms of isolated cases, dealing with specifics rather than generalities (32).

We as teachers can help children going from prelogical to logical thinking by answering questions and explaining things as much as possible in order for the children to be able to start forming concepts in relation to the world as it actually is.

What is the nature of children's learning? The earliest stages are sensory-motor patterns. Information is being stored for a later time.

The next stage, the nursery school age, the complexity and adaptability of thought depend on abilities and information from the previous stage but also on acquiring labels for experiences and matching experiences and the formation of concepts.

Lastly is concept formation and this results from sensory perceptions to which labels have been attached. They come from experiences of seeing, touching, smelling, tasting, hearing and using one's body. They come from the experiences of making things happen.

How is a child equipped to learn? Through his senses, curiosity, language and organizing ability. How does a child learn? Through exploration, trial and error, pain, pleasure, imitation, participation and communication. What does a child need to know? Trust in the world, his own body, familiar objects, people, time, realistic fear, coping with frustration and responsibility.

How can we help a child to learn?

1. By understanding his needs and drives and providing a relaxed atmosphere, giving him controlled freedom to learn and plenty of encouragement.
2. Giving him plenty of time to think.
3. Give him only as much help as is needed for him to succeed.
4. Encourage him to draw his own conclusions.
5. Seeing and doing should reinforce verbal information.
6. Keep verbal explanations simple and on the child's level.
7. Do not continually cramp his natural explorations.
8. Keep in mind individual differences of each child, each has his own way of approaching experiences and his own rate and way of assimilating it.
9. Developing a stimulating environment.
10. Observe children's interests because they serve as a source of strong motivation to learn.
11. Choosing appropriate concepts to explore
12. Reinforcing concepts.
13. Teacher enthusiasm (71,12,38).

Now how do we as teachers set up a science program for the preschoolers? First we must remember that science is a normal part of a young child's experiences; something found on the way to school could be a great source of learning. We also must remember that science does not need to be confined to a science lesson or a science table, it can be incorporated in every area of the nursery school program. But, it is nice to have a science table with a specific science project every day welcoming any child who may be interested. The science table should rotate frequently with experiences available to the preschooler and should, as much as possible, tie in with other parts of the total nursery school program.

It is necessary to emphasize, that with science experiences, as with the majority of experiences we

provide in the nursery school, our program is to lay a groundwork for further growth and development in the child.

The science experience as I have described it should provide every child with a chance to succeed at some level or in some manner. Science in the nursery program does provide a variety of unique and challenging experiences for children; experiences that no other activity can do or do as well. The value of science should be recognized by all teachers so that it can become an integral part of a nursery school program (9,66,39,67).

MEASUREMENTS DEVISED

This review of my philosophies and approach to introducing art and science to the preschoolers was necessary in helping me to develop the competencies that are needed in training student learners for a child care profession. It was also the first step taken in order to develop competencies I will be looking for when evaluating the student learner. The second step in developing the measurements was to identify a number of basic tasks which are relevant to working with the preschoolers and which can be assessed with refrence to trainee functioning levels at points in their training (see Appendix K). Once these competencies and basic tasks were identified, the next step was to develop a measurement which might reflect changes in a particular trainee and differences between the trainee's with regards to these tasks and competencies.

The instruments that follow are designed to evaluate the trainee's performance directly under the pressures of the working situation within the laboratory nursery school. It will measure competencies, tasks, duties, responsibilities and actual interpersonal interaction with children in the art and science areas of the laboratory nursery (25,68,86,85).

Student _____

Date _____

Circle the number which best describes the students competency.

Additional space provided for comments.

ART AREA MEASUREMENT

1. Never
2. Seldom
3. Occasionally
4. Frequently
5. Always

SAFETY

POINTS

1. Provides a safe environment by taking necessary measure to avoid or reduce accidents. 1.
   1 2 3 4 5

2. Stops and/or redirects unsafe child behavior or activities. 2.
   1 2 3 4 5

3. Equipment is well placed and consistent with use. 3.
   1 2 3 4 5

LEARNING ENVIORNMENT

4. Arranged the area and selected materials to provide an environment conducive to learning. 4.
   1 2 3 4 5

5. Arranged the area to encourage the children to use it productively. 5.
   1 2 3 4 5

6. Area is aesthetically appealing. 6.
   1 2 3 4 5

7. Area is orderly, but not sterile. 7.
   1 2 3 4 5

8. Made good use of the space available. 8.
   1 2 3 4 5

9. Considered the specific needs of children (interests, capabilities). 9.
1 2 3 4 5

---

10. Used materials and activities which enabled individual children to experience success, activities which are neither too difficult nor too easy. 10.
1 2 3 4 5

---

11. Provided materials and activities which encourage children to explore and experiment with new ideas. 11.
1 2 3 4 5

LANGUAGE

12. Used materials, activities and time in ways which stimulate children to communicate with each other. 12.
1 2 3 4 5

---

13. Encouraged children to use language to express feelings. 13.
1 2 3 4 5

---

14. Provided a good language model by speaking clearly and distinctly on a level which children could understand and respect. 14.
1 2 3 4 5

CREATIVITY

15. Provided an activity which encouraged children to express their creative abilities. 15.
1 2 3 4 5

---

16. Accepted a child's creative expression without placing a value judgement on it/accepting the child's feelings about his creative expression. 16.
1 2 3 4 5

17. Comments on child's project without asking "What it is". 17.
1 2 3 4 5

---

18. Did not compare childrens work with each other. 18.
1 2 3 4 5

SELF-CONCEPT

19. Helps children to know and to accept and to appreciate themselves as persons. 19.
1 2 3 4 5

---

20. Relating to children in ways in which indicate that they are known and appreciated (using child's name, noticing child's clothing, listening to a story and writing child's name on all papers). 20.
1 2 3 4 5

---

21. Establishing and maintaining limits for child behavior which are reasonable, fair and reflect a positive tone. 21.
1 2 3 4 5

---

22. Encouraged individual children to accept and to express their feelings within acceptable limits. 22.
1 2 3 4 5

---

23. Uses warm and reassuring tones with a child. 23.
1 2 3 4 5

---

24. Praises and encourages a child. 24.
1 2 3 4 5

INDIVIDUAL STRENGTH

25. Helps a child develop a sense of independence. 25.
1 2 3 4 5

---

26. Provides opportunities for children to make decisions and to direct their own activities. 26.
1 2 3 4 5

---

27. Provides opportunity and encouragement for children to care for their own needs-providing assistance where it is needed and requested. 27.
1 2 3 4 5

---

28. Interacts with children in ways which exhibit honesty and trust. 28.
1 2 3 4 5

SOCIAL

29. Helps children get along with others and develop feelings of mutual respect with other children in the group. 29.
1 2 3 4 5

---

30. Respected the rights of children. 30.
1 2 3 4 5

---

31. Provided an environment in which children are given opportunities to work cooperatively as well as independently. 31.
1 2 3 4 5

---

32. Encouraged children to recognize, accept and respect the feelings and rights of others/providing assistance as needed and as requested. 32.
1 2 3 4 5

---

33. Interaction with children at their area of responsibility. 33.
1 2 3 4 5

TASKS

34. Student works without direct supervision. 34.
1 2 3 4 5

---

35. Student gathered all necessary materials for the activity. 35.
1 2 3 4 5

---

36. Activity was preplanned and discussed with teacher. 36.
1 2 3 4 5

---

37. Anticipated possible hazards or messiness of the activity. 37.
1 2 3 4 5

---

38. Activity was suitable for the children's age level. 38.
1 2 3 4 5

---

39. Provided coverings to protect children's clothing. 39.
1 2 3 4 5

---

40. Encouraged the children to participate in the activity. 40.
1 2 3 4 5

---

41. Activity was simple and unstructured. 41.
1 2 3 4 5

---

42. Children were able to explore and experiment with media within acceptable limits. 42.
1 2 3 4 5

---

43. Area was cleared up after each child or group so it would be neat for the next child or group. 43.
1 2 3 4 5

---

44. Time to explore and work with the materials. 44.
1 2 3 4 5

---

45. Encouraged children to set-up and clean-up after the activity. 45.
1 2 3 4 5

---

46. Eyes always on children and activities going on in room stationed in and to help someone else if needed. 46.
1 2 3 4 5

---

47. Area cleaned up at the end of the lab. 47.
1 2 3 4 5

PERSONAL CHARACTERISTICS

48. Works cooperatively with other students and accepts instruction and guidance from the teacher. 48.
1 2 3 4 5

---

49. Pleseant with children and co-workers. 49.
1 2 3 4 5

---

50. Neat in personal apperance and work. 50.
1 2 3 4 5

---

51. Punctual and reliable. 51.
1 2 3 4 5

---

52. Applied self to the job without being bored and distracted (did not talk with other students instead of the children). 52.
1 2 3 4 5

---

53. Adapted to new and unexpected situations easily. 53.
1 2 3 4 5

---

54. Initiative to be able to work on own without waiting to be told what to do. 54.
1 2 3 4 5

Total Points _____

Grade _____

A= 270 - 250

B= 249 - 230

C= 229 - 210

D= 209 - 195

E= 194 - below

Student _____

Date _____

Circle the number which best describes the students competency.

SCIENCE AREA MEASUREMENT

1. Never
2. Seldom
3. Occasionally
4. Frequently
5. Always

Additional space provided for comments.

SAFETY

POINTS

1. Provides a safe environment by taking necessary measure to avoid or reduce accidents. 1.
1 2 3 4 5

_____

2. Stops and/or redirects unsafe child behavior or activities. 2.
1 2 3 4 5

_____

3. Equipment is well placed and consistent with use. 3.
1 2 3 4 5

_____

LEARNING ENVIORNMENT

4. Arranged the area and selected materials to provide an environment conducive to learning. 4.
1 2 3 4 5

_____

5. Arranged the area to encourage the children to use it productively. 5.
1 2 3 4 5

_____

6. Area is aesthetically appealing. 6.
1 2 3 4 5

_____

7. Area is orderly, but not sterile. 7.
1 2 3 4 5

_____

8. Made good use of the space available. 8.
1 2 3 4 5

9. Considered the specific needs of children (interests, capabilities). 9.
1 2 3 4 5

---

10. Used materials and activities which enabled individual children to experience success, activities which are neither too difficult nor too easy. 10.
1 2 3 4 5

---

11. Provided materials and activities which encourage children to explore and experiment with new ideas. 11.
1 2 3 4 5

---

12. Stimulates thinking and provides problem solving activities appropriate to the developmental level of each child. 12.
1 2 3 4 5

---

13. Provided opportunities and encouragement throughout the activity for children to acquire information about their world (concept formation). 13.
1 2 3 4 5

---

14. Interacted with children in ways which allow and encourage them to think and to solve problems. 14.
1 2 3 4 5

---

15. Stimulated expanded thinking and problem-solving by providing appropriate feedback to children. 15.
1 2 3 4 5

---

16. Used simple explanations. 16.
1 2 3 4 5

---

17. Children participated in the activity. 17.
1 2 3 4 5

18. Coorelated activity with other areas of the nursery. 18.
1 2 3 4 5

LANGUAGE

19. Used materials, activities and time in ways which stimulate children to communicate with each other. 19.
1 2 3 4 5

---

20. Encouraged children to use language to express feelings. 20.
1 2 3 4 5

---

21. Provided a good language model by speaking clearly and distinctly on a level which children could understand and respect. 21.
1 2 3 4 5

SELF-CONCEPT

22. Helps children to know and to accept and to appreciate themselves as persons. 22.
1 2 3 4 5

---

23. Relating to children in ways in which indicate that they are known and appreciated (using child's name, noticing child's clothing, listening to a story). 23.
1 2 3 4 5

---

24. Establishing and maintaining limits for child behavior which are reasonable, fair and reflect a positive tone. 24.
1 2 3 4 5

---

25. Encouraged individual children to accept and to express their feelings within acceptable limits. 25.
1 2 3 4 5

---

26. Uses warm and reassuring tones with a child. 26.
1 2 3 4 5

---

27. Praises and encourages a child. 27.
1 2 3 4 5

INDIVIDUAL STRENGTH

28. Helps a child develop a sense of independence. 28.
1 2 3 4 5

---

29. Provides opportunities for children to make decisions and to direct their own activities. 29.
1 2 3 4 5

---

30. Interacts with children in ways which exhibit honesty and trust. 30.
1 2 3 4 5

---

31. Provides opportunity and encouraement for children to care for their own needs-providing assistance where it is needed and requested. 31.
1 2 3 4 5

SOCIAL

32. Helps children get along with others and develop feelings of mutual respect with other children in the group. 32.
1 2 3 4 5

---

33. Respected the rights of children. 33.
1 2 3 4 5

---

34. Provided an environment in which children are given opportunities to work cooperatively as well as independently. 34.
1 2 3 4 5

---

35. Encouraged children to recognize, accept and respect the feelings and rights of others/providing assistance as needed and as requested. 35.
1 2 3 4 5

---

36. Interaction with children at their area of responsibility. 36.
1 2 3 4 5

TASKS

37. Student works without direct supervision. 37.
1 2 3 4 5

---

38. Student gathered all necessary materials for the activity. 38.
1 2 3 4 5

---

39. Activity was preplanned and discussed with teacher. 39.
1 2 3 4 5

---

40. Anticipated possible hazards or messiness of the activity. 40.
1 2 3 4 5

---

41. Activity was suitable for the children's age level. 41.
1 2 3 4 5

---

42. Encouraged the children to particpate in the activity. 42.
1 2 3 4 5

---

43. Children were able to explore and experiment with media within acceptable limits. 43.
1 2 3 4 5

---

44. Area was cleared up after each child or group so it would be neat for the next child or group. 44.
1 2 3 4 5

---

45. Children had time to explore and work with the materials. 45.
1 2 3 4 5

---

46. Encouraged children to set-up and clean-up after the activity. 46.
1 2 3 4 5

---

47. Eyes always on children and activities going on in room stationed in and to help someone else if needed. 47.
1 2 3 4 5

---

48. Area cleaned up at the end of the lab. 48.
1 2 3 4 5

---

49. Children helped in the care of plants and pets. 49.
1 2 3 4 5

PERSONAL CHARACTERISTICS

50. Works cooperatively with other students and accepts instruction and guidance from the teacher. 50.
1 2 3 4 5

---

51. Pleseant with children and co-workers. 51.
1 2 3 4 5

---

52. Neat in personal appearance and work. 52.
1 2 3 4 5

---

53. Punctual and reliable. 53.
1 2 3 4 5

---

54. Applied self to the job without being bored and distracted (did not talk with other students instead of the children). 54.
1 2 3 4 5

---

55. Adapted to new and unexpected situations easily. 55.
1 2 3 4 5

---

56. Initiative to be able to work on own without waiting to be told what to do. 56.
1 2 3 4 5

Total Points _____

Grade _____

A= 280 - 260

B= 259 - 240

C= 239 - 220

D= 219 - 204

E= 203 - below

CONCLUSIONS AND RECOMMENDATIONS

The measurements are lengthy because I wanted them to be all inclusive as to competencies looked for in evaluating a student learner. I suggest that a teacher review the competencies and choose competencies that are relevant to her program and teaching methods. The measurement could easily be broken down into a more simplified form, i.e., a simple checklist in which you could check yes or no, or acceptable or unacceptable instead of the format I have used.

I feel all sections except specific tasks could be used for all areas of evaluation in the lab; all that would need to be changed or added is the specific tasks you expect your learners to be doing in that area of performance.

I chose to number and grade the measurement because I wanted to formulate an objective measurement of the student's performance in the lab setting. I wanted to be able to formulate a student's performance into a letter grade at the end of a laboratory period. I also felt it was important to comment upon the student's competencies, not just to circle a descriptive number and stop there. If I cannot discuss the measurement at the time it is done I would be able to refresh my memory by checking my comments and then being able to discuss them with the student learner at a later time. It would give the student more accurate feedback as to specific behaviors seen.

I feel this measurement could be adapted to special needs students within the classroom; leaving out competencies they could not perform.

The measurements are to be done in a laboratory setting and could be used by the teacher, the student

and also the trainee's employer. Ideally it should be done in an observation booth so as not to produce excessive anxiety within the student learner. But, I believe, the student learner should be familiar with the measurement and the measurement could possibly be used by the students to evaluate each other in order to become less anxious when it is being done by an observor (the teacher or assistant).

I have found that if done often enough the students become oblivious to its use and when used after they are comfortable and relaxed in the lab setting it poses no threat to them. I do make it a point not to just sit and do an evaluation on one student; I try to do it in as relaxed and informal way as possible. I may carry a sheet of paper to jot down specifics that I see and then go back later and fill out the measurement.

I strongly feel that this type of measurement must be done so that the student learner will get accurate feedback on his performance in the lab situation. The student and the teacher need this feedback in order to assess the student's weaknesses and strengths. It clearly indicates to the teacher to what degree the student learner has assimilated theory learned into actual performance in the lab situation. As Bernard Spodek states:

> In order to create adequate evaluation procedures, goals of the component instructional units need to be identified in terms of specific observable behaviors (79:171).

The list of competencies I have formulated intend to demonstrate how clusters of skills necessary for working with preschoolers can be generated. I hope this measurement will stimulate other practitioners in the refinement of competency based programs and assessments for their particular programs.

In conclusion I would like to list, very briefly, the importance of this type of measurement to both the student learner and the teacher. It can help provide:

1. diagnosis and remediation of learning problems
2. determining student's strengths and weaknesses
3. provide student motivation
4. evaluation of the program and its objectives
5. student's can evaluate their objectives and learnings
6. student's records (grading)
7. fair and unbiased objective measurement technique
8. career guidance
9. meets the need of evaluation of competency-based education
10. helps standardize competencies needed for working in the child care profession.

If a student can receive an A or B on this measurement in all areas of the lab program, I feel, that student would be a competent professional who is knowledgeable about presechool children and would be able to provide valuable, positive experiences for them.

The future of early childhood education is clear -- and very bright. Day care centers, nursery schools, camps and other services for infants and small children will continue to expand rapidly. But, standards governing the establishment of such programs and the credentialling of personnel have not kept pace with this dynamic situation.

As Edward Zigler states:

> We must produce a cadre of workers in this country who can care for children. We need to make sure that every adult caregiver in every child care center in this nation has the <u>skills and abilities</u> to be an optimizer of the development of the children in his or her charge (96:9).

If we are training students to be sent out into the "world of work", we owe it to ourselves, the students, the future employers and the children that these students are qualified and able to perform in the capacity of child care professional.

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APPENDIX A

Measurements I Have Devised

Teacher evaluations of students
Numbers 1,2,3,4,5

Employer evaluations of students
Number 6

Student self-evaluations
Numbers 7,8

CRITERIA FOR GRADING

DIRECTIONS; Under each question circle the statement which best describes the students performance.

The nursery school assistant assists in a nursery school activity by executing the following tasks:

1. Plans activity for children.
   a. Reviewed notes or read materials of activities that promote desired outcomes.
   b. Selected appropriate activity to promote desired outcomes.
   c. Accurately determined materials, space and equipment needed, prepared a list.

2. Determines feasibility of activity for nursery.
   a. Checked laboratory to insure availability of materials.
   b. Checked adequacy of space available.
   c. Accurately determined capability of the children to be involved.

3. Prepares to execute plan:
   a. Familiarzed self with each step of the activity. Wrote plan of action.
   b. Discussed plan with nursery teacher.
   c. Made appropiate adjustments if needed.

4. Interprets plan of another for nursery school activity.
   a. Read plan carefully. Discussed with teacher.
   b. Interpreted plan into needs for equipment, space, materials.
   c. [illegible]

5. Prepares to carry out plan.
   a. Made accurate list of materials needed.
   b. Checked for availability of materials, determined needs.
   c. Checked adequacy of space needed, determined need for rearrangement of room if more space is needed.
   d. Discussed plan if necessary.

6. Arranges area for activity.
   a. Correctly interpreted list of materials needed.
   b. Located materials satisfactorily.
   c. Assembled materials, accessible for use.
   d. Checked to see that all materials were out, ready for use.
   e. Arranged area to accommodate activity.
   f. Made adequate provision for space for each child involved.
   g. Removed any distracting or dangerous items from the area.

7. Assists in carrying out activity.
   a. Assumed responsibility designated by the teacher.
   b. Followed directions of the teacher.

8. Interacts with teacher.
   a. Recognized teacher's need for assistance. Assisted.
   b. Responded pleasantly to directions.
   c. Took non-verbal cues from teacher.

9. Interacts with children.
   a. Helped children who needed help.
   b. Restricted involvement when child was to perform on his own.

#1 92

9. c. Assisted children in obtaining materials.

10. Prepared children for activity.
    a. Assembled children in a non-threating manner.
    b. Assisted children in spacing to carry out activity.
    c. Gave clear directions or information about activity.
    d. Gave demonstation of activity.
    e. Answered children's questions pleasantly, and to the childs satisfaction.

11. Disseminated materials.
    a. Checked to see each child had materials.
    b. Redirected materials if necessary.

12. Interacts with children.
    a. Verbally encouraged positive behavior.
    b. Gave positive reinforcement.
    c. Assicted children at appropiate times.
    d. Identified children's needs and responded.

13. Completes activity.
    a. Terminated activity within the time limit.
    b. Terminated activity when interested waned.
    c. Terminated activity when task was completed.

14. Cleans up alone after activity.
    a. Returned all materials to the appropiate place.
    b. Rearranged area (if appropiate).
    c. Cleaned up spills or waste.
    d. Left area ready for other activity.

15. Cleans up after activity with assistance.
    a. Encouraged children verbally to assist in cleaning up.
    b. Gave good directions for cleanup.
    c. Assisted children in locating appropiate place to return materials.
    d. Worked along with children.

16. Determined end of cleanup.
    a. Terminated cleanup activity verbally.
    b. Completed any cleanup not done with cooperation of children.
    c. Left area ready for other activity.

17. Evaluates planning related to activity.
    a. Was carried out in designated space.
    b. Activity was related to learning to be promoted.
    c. Required only materials that were available.
    d. Was non-threatening to the children.
    e. Was not dangerous to the children.
    f. Was of interest to the children.
    g. Was appropiate for childs ability.

18. Evaluates attitudes toward the job.
    A. Raised questions that reflected interest.
    b. Spoke cheerfully with teacher and children.
    c. Accepted responsibility not required.
    d. Accepted required responsibility cheerfully.
    e. Was prepared at the appropiate time.
    f. Showed interest by participating throughout the activity.

Givens 27b

18. (cont.)
    g. Expressed eagerness to repeat activity.
    h. Expressed verbally, positive attitudes.
    i. Expressed desire to improve.
    j. Offered realistic evaluation of performance.

NAME_____ WEEK_____ ART GRADE_____

	T____	W____	TH___
1. Project and Planning			
a. appropriate	12345	12345	12345
b. creative	12345	12345	12345
c. presentation	12345	12345	12345
d. supplies and materials	12345	12345	12345
e. preparation	12345	12345	12345
2. Supervision of easil	12345	12345	12345
3. Supervision of playdough	12345	12345	12345
4. Supervision of watertable		12345	
5. Set-up	12345	12345	12345
6. Clean-up	12345	12345	12345
7. Attitude and Interest	12345	12345	12345
8. Interaction with children	12345	12345	12345
9. Filling of tote bags and bringing them outdoors on time.	12345	12345	12345
10. Making Playdough with children	12345		

NAME_____ WEEK_____ SNACK GRADE_____

	T____	W____	TH___
1. Menu Planning			
a. creative	12345	12345	12345
b. appropriate for children	12345	12345	12345
c. presentation	12345	12345	12345
d. child involvement	12345	12345	12345
2. Set-up	12345	12345	12345
3. Clean-up	12345	12345	12345
4. Interest and attitude	12345	12345	12345
5. Safe use of equipment	12345	12345	12345
6. Interaction with children	12345	12345	12345

NAME_____ WEEK_____ BLOCK AREA GRADE_____

	T____	W____	TH___
1. Group Time			
a. creativity	12345	12345	12345
b. appropriate	12345	12345	12345
c. presentation	12345	12345	12345
d. prepared	12345	12345	12345
2. Equipment			
a. creativity	12345	12345	12345
b. appropriate	12345	12345	12345
3. Set-up	12345	12345	12345
4. Clean-up	12345	12345	12345
5. Dramatic Play (Check with)			
a. creativity		12345	
b. planning		12345	
c. presentation		12345	
6. Workbench			
a. creativity			12345
b. supervision			12345
7. Supervision Indoors	12345	12345	12345
8. Interest and attitude	12345	12345	12345
9. Supervision Outdoors	12345	12345	12345
10. Interaction with children	12345	12345	12345

NAME_____ WEEK_____ TABLE TOYS GRADE_____

	T____	W____	TH___
1. Learning experiences (table toys)	12345	12345	12345
a. planning	12345	12345	12345
b. preperation and presentation			
2. Help at large group	12345	12345	12345
3. Interest and attitude	12345	12345	12345
4. Supervision	12345	12345	12345
5. Getting children ready for outdoors	12345	12345	12345
6. Outdoor supervision	12345	12345	12345
7. Set-up	12345	12345	12345
8. Clean-up	12345	12345	12345
9. Interaction with children	12345	12345	12345
10. Supervision of rest	12345	12345	12345
11. Individual book reading	12345	12345	12345
12. Story			
a. presentations	12345	12345	12345
b. appropriate	12345	12345	12345
13. Fingerplay + Song			
a. preperation	12345	12345	12345
b. presentation	12345	12345	12345

EVALUATION OF CHILDCARE AIDE

Supervising Teacher _____ Date _____

Training Station _____

Students Name _____

In order to help us improve our program, we would like to have you give us your frank opinion of the student assigned to you. Anything you have to share will be strictly confidential and will be kept in my personal file on each student.

	Yes	No	Not sure
1. Did she have a personality that appealed to you? (Did you like her as a person?)	___	___	_____
2. Was she pleasant at all times?	___	___	_____
3. Was she interested in her work?	___	___	_____
4. Did she take suggestions well?	___	___	_____
5. Did she keep the facilities in order?	___	___	_____
6. Did she practice good health and sanitation habits?	___	___	_____
7. Did she help prepare food?	___	___	_____
Did she help serve it?	___	___	_____
Did she function well in this capacity?	___	___	_____
8. Did she get along well with the children?	___	___	_____
a. sensitive to needs of the individual children?	___	___	_____
b. flexible in her handling of children?	___	___	_____
c. alert and quick to respond to emergencies?	___	___	_____
d. handle her feelings well when unpleasant or frustrating tasks were given her?	___	___	_____
e. appear confident?	___	___	_____
f. help build confidence in children by her handling?	___	___	_____
g. did hostility in children upset her?	___	___	_____
h. did she handle these situations well?	___	___	_____
i. did aggressive children appear to alarm her?	___	___	_____
j. was she able to maintain "limits"?	___	___	_____
k. did she contribute many of her own ideas?	___	___	_____

	Yes	#6 No	99 Not sure
9. Did she go ahead with her work or wait to be told what to do?	____	____	_____
10. Did she get along well with other staff member?	____	____	_____
11. Did she report to work on time or else call and tell you she was not coming in? (reliable)	____	____	_____

12. Would you say the skills acquired in the school classroom were:

Excellent _____ Good _____ Poor _____ Unsatisfactory _____

13. Which additional skills would you suggest would be of further help?

14. In which area of the nursery did this student appear most competent?

15. Which area was the most difficult for her to manage?

16. Could you recommend her for employment as a childcare aide?

17. Any other comments you have on this student, or your own feeling about our program would be most appreciated.

Thank you
Please mail back to me by date specified
Mrs. Patricia Givens Vocational Child Care Coordinator
881 Pinecrest
Ferndale

What grade would you recommend?

Name_____ Date_____

SELF-EVALUATION

1. How do you feel you have performed in the following areas?

stories

finger plays

games

songs

special art activities

science activities

handling of situations with children

2. Which area or areas do you feel you need the most help in?

3. How do you feel about this course thus far? Have you contributed to the best of your ability? Which areas do you feel the most confident in?

4. Are you punctual on or on time to your job? If not, evaluate reasons for this?

5. What kind of relationship do you have with your supervisor?

6. How do you feel about working with children?

ame _____ Job

Rate yourself

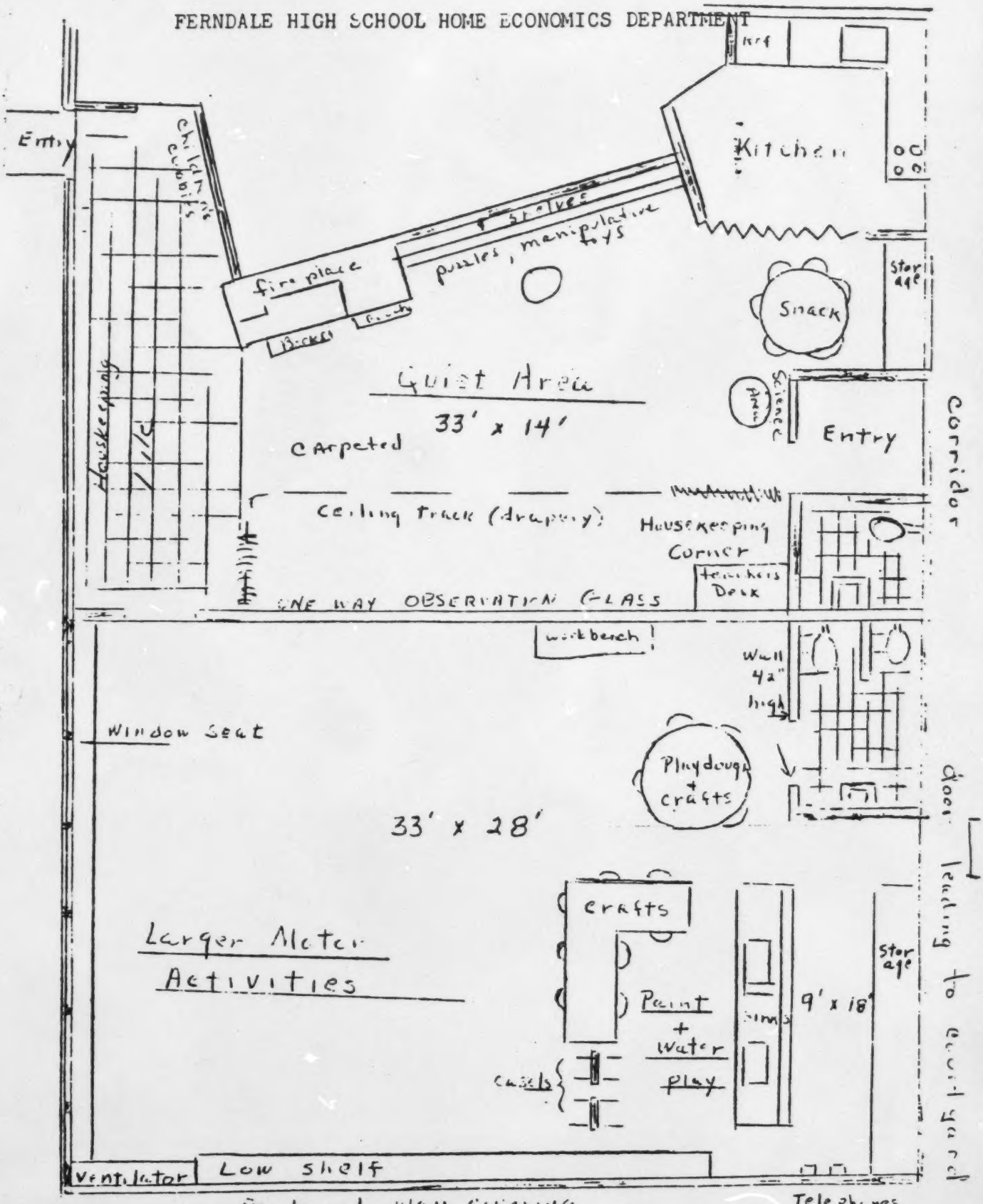
	YES	NO
Am I neat in my personal appearance and work?		
Am I punctual?		
Do I apply myself to the job without being easily bored or distracted?		
Do I adapt to new and changing situations easily?		
Can I work under pressure, when necessary, without becoming nervous and upset?		
Do I have confidence in my abilities?		
Am I emotionally stable, capable of taking things in stride?		
Do I have enough initiative to be able to work on my own without needing to be told what to do?		
Are my job plans in keeping with my own [illegible]		
Do I make [illegible]		
[illegible]		
Do I try [illegible]		
Do I [illegible]		
[illegible]		
[illegible]		
Do I accurately [illegible]		
Can I accept [illegible]		

Appendix B

CHILD STUDY CENTER

CHILD STUDY CENTER

FERNDALE HIGH SCHOOL HOME ECONOMICS DEPARTMENT



Behavioral Objectives

Introduction to Child Development

The Student Will:

1. Upon completion of the course be able to identify the four areas of development in children; social, emotional, physical and intellectual. To be able to list four characteristics of each area at ages 3 mo., 6 mo., 1, 2, 3, 4, and 5.

2. Given simple problems dealing with the guidance and care of children, the student will give a practical solution to each problem by interpreting principals we have discussed and apply them to new and different situations.

3. Identify the four major principals of development, growth proceeds from head to foot, growth is continual and orderly, growth moves from simple to complex and growth proceeds from near to far and to give one example of each principal.

4. At the completion of the course be able to list 5 ways in which he has gained self-understanding through the study of child development.

5. Indicate ~~her~~ their ability to do an observation on a child by demonstrating the following:
   a. record as the action takes place
   b. include names of all mentioned
   c. be specific by recording only what the child says and does
   d. to be objective when observing
   e. to be able to interpret some of the child's behavior that was recorded

6. Given a reference book (text), be able to identify and compile a list of preperations involved in the arrival of a new baby which should include:
   a. financial, doctors fees and hospital expenses
   b. where to go if finances are few
   c. layette, cost and essential items to be included
   d. furnishings for the baby
   e. bath items
   f. feeding equipment

   The learner will be able to construct a list of the items which are essential and items which are frivolous and not needed, and to be able to use substitutes that will work just as well.

7. List five adjustments each parent must face when expecting a child.

8. List what adjustments other members of the family must make including how you would help other children adjust to a new baby.

9. Identify the importance of the parental relationship and how it can affect their children, by giving three examples of positive and negative affects their relationship can have on the development of their children.

10. Participate in the formation of a rating sheet that will be a self-evaluation on what kind of parent you will be by interpreting what was discussed and learned in class. The student will recognize and evaluate his weak and strong points so he may become a more educated parent.

11. Given simple problems dealing with the importance of recognizing and accepting each person and child as a unique individual the learner will identify ways of providing for the growth and development of this person or child in all areas of his development.

12. Given a list of things which could be caused by either heredity or enviornment, the student will identify and recognize which factor was the cause, and if caused by enviornment must be able to list ways of prevention.

13. Without the aid of refrences be able to write, list and or identify his comprehension of:
    a. prenatal development-effect of the prenatal enviornment upon the organisms prenatal development
    b. the process of human reproduction-the parts of a woman's reproductive system
    c. the process of pregnancy and child birth
    d. the importance of seeing a doctor early in pregnancy and the comprehension and importance of an obstetric physical examination
    e. knowledge of the time length of the periods of prenatal development and the characteristics and processes of each
    f. knowledge of the falsity of certain beliefs about causes of prenatal abnormalities
    g. comprehension of the detrimental effects of serious malnourishment or undernourishment of a pregnant woman on the prenatal development of the child
        1. be able to plan a menu for a pregnant woman taking into consideration her new nutritional needs
    h. to comprehend and explain the terms: fertilization, implantation, artifical insemenation, identical and fraternal twins, placenta, umbilical cord, amniotic sac, viability and contractions
    i. to list signs of miscarraige
    j. to list how you can expect to feel when you are expecting a baby
    k. to comprehend the effects of tobacco, alcohol, drugs, radiation and diseases on the development of the fetus

14. Without the aid of references the student will write, list and or identify his comprehension of:
    a. the first things done to a newborn
    b. premature infants, definition and problems involved
    c. characteristics of a newborn
    d. reflexes of a newborn
    e. abilities of a newborn
    f. a babies basic needs
    g. means of his communication
    h. general schedule of a newborn, 6 mo. old, and a year old
    i. the importance of the father in this stage of the childs development
    j. to list the advantages and disadvantages of breast feeding as compared to bottle feeding
    k. listing the procedure for feeding and infant
    l. listing the procedure for diapering and clothing an infant

15. Given a time table of childrens growth and development be able to interpret and answer questions dealing with its use and applications.

16. Recognize the differences in the socialization of sexes by being able to identify and list ways our society perpetrates the roles.

17. Indicate an ability to comprehend the possible effects of childhood deprivation upon later development of the child by listing there possible beginnings.

18. Recognize child abuse and list the characteristics of abusive parents.

19. At the completion of the course the student will describe and compare one culture and its influences on the development of a child as compared to American culture and child rearing practices.

20. Develop a simple rating scale which is adequate to evaluate their abilities as a competent babysitter.

21. Given simple problems dealing with discipline the student will give a practical solution to each problem and will identify whether it was a positive or negative technique in promoting a child's healthy self-concept.

22. Given simple negative statements on discipline the student will change them to positive statements.

23. Given the ages of children the student will list three activities that are appropriate for the child at that developmental stage, and to explain why it was chosen.

24. Indicate comprehension of the importance of a good self-concept for optimun development by constructing an example of how a poor one is developed and what its consequences would be.

25. Indicate ability to write a term paper by demonstrating the following:
    a. choosing a topic that is directly related to child development
    b. locating at least two resources other than text for obtaining relevant information for the paper
    c. including a well constructed bibliography and footnotes
    d. include relevant information pertaining to the topic
    e. neat and legable
    f. correct grammer and sentence structure

26. Upon completion of the course the student will identify and differentiate 2 current issues or trends in the field of child development.

27. Hopefully, upon completion of the course the learner will be able to apply the knowledge and understanding he has learned to be able to make competent and sound judgements with his own family.

Vocational Childcare Student Selection

Criteria:

1. Genuine interest in working with young children.
2. Physical and mental health above average.
3. Pleasant personality and interest in the world they live in.
4. Good attendance record.
5. Ability to express their personality in conversation and in reading.
6. Creativity is of more value than intellectual knowledge.
7. Grades are important, but more important is the students' attitude toward and willingness or desire to learn.
8. Automobile or a home on the bus line is very important.
9. Enthusiasm is very important.
10. Good grooming.
11. Leadership potential very important, as these students work as "teachers" not just "helpers".
12. Preference given to students who have completed course in Introduction to Chid Development.
13. Primarily senior rating, but outstanding juniors are encouraged, who plan on continuing in program the second year, as seniors.

NAME_____

DATE_____

Activity Sheet

Project

Description of project

Children Involved

Evaluation of Project

FILE BOXES

What is to be included:

1. Emotional, social, intellectual and physical development of 3's & 4's.
2. Snack planning and menues and recipes
3. Block equipment
4. Quiet equipment and activities cognitive activities
5. Art
6. Books for 3's and 4's authors and summaries
7. Dramatic Play
8. Songs
9. Fingerplays
10. Science projects
11. Flannel board projects
12. Field Trip ideas
13. Games
14. Resources
16. Include waterplay and workbench activities also outdoor activities.

It is also helpful to make an index of each category

FOLDERS

1 st year What to include:

1. all activity sheets
2. all test papers
3. all vocational papers, course objectives, nursery school objectives
4. all observations
5. all notes from class
6. all class assignments
7. any workshop materials
8. all log sheets
9. self-evaluation
10. teacher evaluations
11. lesson plans
12. all ditto materials
13. training agreement

2 nd year

1. all of above
2. new activity sheets
3. tests
4. term paper or project
5. weekly and monthly reports and observations
6. observation sheets
7. new ditto sheets
8. reports on research readings

PLEASE ORGANIZE IT !!!!

STUDENT OBJECTIVES FOR THE NURSERY SCHOOL CHILDREN

1. Develop good feelings about ~~themselves~~ themselves (positive self-concept)
   a. Accepting children as they are
   b. Giving them an opportunity to succeed

2. Help child develop trust in adults outside the family & to develop a positive attitude towards going to school.

3. Help child grow in relationships with others, both children and adults. To develop social skills.

4. Help child gain independence
   a. Giving them choices
   b. Helping them in the decision making process
   c. Not stepping in right away-encourage them to handle things - themselves.

5. Help children gain an awareness of color, shapes, numbers and sizes through exposure, experimentation and discussion, using informal techniques.

6. To discriminate, using the five senses, differences in sound, odors, tastes, touch and sight.

7. To offer children the opportunity to joyfully experience literature, art, music, movement, science, animals, dramatic play, snack preparation, learning activities & to be creative & imaginative.

7½. Learn to express their own personalities in a creative way.
   a. Opportunity to make choices.
   b. Having many choices available.

8. Learn to accept some limits.
   a. These should be few but necessary and consistent limits.

9. Encourage children to accept the responsibility for slecting and putting away room equipment.

10. Encourage children to help serve snack and clean up.

11. Undress and dress themselves with minimal assistance.

12. To help the child find satisfaction in both individual and group activities.

13. Assist child in recognizing and handling their emotions with greater skill.

14. Assist children in large & small muscle development.

15. Help children improve their abilities to communicate.

16. Help children develop an awareness of the world in which they live.

WHAT MAKES A GOOD NURSERY SCHOOL?

1. tangibles are improtant but humans make the program.
2. climate and tempo of school.
3. is it inviting?
4. are there teacher planned (not directed) learning experiances?
5. is there flexibility?
6. are there choices of materials and ways of using that material?
7. choices of friends and companions.
8. time to complete a project (give him a warning).
9. are teachers being helped to grow and understand?
10. listen to voices and look at faces (both teacher and child).
11. do the children ask questions? are there things to stimulate the child's curiousity?
12. do you hear giggles and laughs?
13. can mistakes be made without ridicule from teachers?
14. are they all doing same thing at the some time (teacher projects)?
15. are creativity, imagination and fantasy being used?
16. is the room arranged neatly and is it bright and cheery?
17. appropriate level of stimulation

BASIC COMPETENCY AREAS

A comprehensive, developmental program for preschool children is one in which the total design helps children acquire the basic competencies and skills for full development and social participation, while at the same time assuring that the quality of the child's experience is emotionally satisfying, personally meaningful, and provides a basis for future learning.

Within such a child development program the Child Development Associate will be expected to have the knowledge and skills in the following six competency areas.

A. Setting up and Maintaining a Safe and Health Learning Environment

1. Organize space into functional areas recognizable by the children, e.g., block building, library, dramatic play, etc.

2. Maintain a planned arrangement for furniture, equipment and materials, and for large and small motor skills learning, and for play materials that is understandable to the children.

3. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.

4. Arrange the setting to allow for active movement as well as quiet engagement.

5. Take preventive measures against hazards to physical safety.

6. Keep light, air and heat conditions at best possible levels.

7. Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities.

8. Provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities.

9. Recognize unusual behavior or symptoms which may indicate a need for health care.

B. Advancing Physical and Intellectual Competence

1. Use the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

2. Recognize and provide for the young child's basic impulses to explore the physical environment; master the problems that require skillful body coordination.

3. Increase knowledge of things in their world by stimulating observation and providing for manipulative-constructive activities.

4. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.

5. Work gradually toward recognition of the symbols for designating words and numbers.

6. Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; family kinship, causality.

7. Provide varied opportunities for children's active participation, independent choices, experimentation and problem-solving within the context of a structured, organized setting and program.

8. Balance unstructured materials such as paint, clay, blocks with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.

9. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered and reviewing the outcomes of experience.

10. Support expressive activities by providing a variety of creative art media, and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.

11. Utilize, support and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accord with its importance for deepening and clarifying thought and feeling in early childhood.

12. Extend children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic work processes necessary for everyday living.

13. Acquaint children with the people who keep things functioning in their immediate environment.

C. Building Positive Self-concept and Individual Strength

1. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl as a member of his family and ethnic group, as a competent individual with a place in the child community.

2. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation, in terms of the child's actual behavior.

3. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extended communication.

4. Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods and by maintaining flexible, progressive expectations.

5. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically.

6. Be able to assess special needs of individual children and call in specialist help where necessary.

7. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are a suitable and stimulating challenge to him, yet not likely to lead to discouraging failure.

8. Assess levels of accomplishment for the individual child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development.

D. Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment.

1. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development.

2. Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative -- love, sympathy, enthusiasm, pain, frustration, loneliness or anger.

3. Establish a reasonable system of limits, rules and regulations to be understood, honored and protected by both children and adults, appropriate to the stage of development.

4. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource for the educational program.

E. Bringing About Optimal Coordination of Home and Center Child-rearing Practices and Expectations

1. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.

2. Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.

3. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.

4. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education.

5. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the group program.

F. Carrying Out Supplementary Responsibilities Related to the Children's Programs

1. Make observations on the growth and development of individual children and changes in group behavior, formally or informally, verbally or in writing, and share this information with other staff involved in the program.

2. Engage with other staff in cooperative planning activities such as schedule or program changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.

3. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants),

monitoring food and transportation services, safeguarding health and safety and transmit needs for efficient functioning to the responsible staff member of consultant.

PERSONAL CAPACITIES ESSENTIAL FOR CHILD DEVELOPMENT ASSOCIATES

In addition to the knowledge and experience that are essential components of educational competencies, it is essential that the people who teach young children have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood. Training programs for CDAs should try to develop them in all CDA candidates.

- -To be sensitive to children's feelings and the qualities of young thinking
- -To be ready to listen to children in order to understand their meanings
- -To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children
- -To be able to protect orderliness without sacrificing spontaneity and child-like exuberance
- -To be differently perceptive of individuality and make positive use of individual differences within the child group
- -To be able to exercise control without being threatening
- -To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures
- -To bring humor and imaginativeness into the group situation
- -To feel committed to maximizing the child's and his family's strengths and potentials

(From the CDA Program: The Child Development Associate, A Guide for Training. DHEW Publication No. (OCD) 73-1065. Washington, D.C.)

RESPONSIBILITIES & TASKS OF EACH AREA OF THE NURSERY

Please make sure all activities for the week are placed on the calender and approved by FRIDAY no later!!!!!!!

KITCHEN - SNACK

1. keep kitchen clean
2. line garbage pails
3. always check to see what supplies are needed and purchase them
4. menues in on Friday to be checked by teacher and than posted on the calender
5. vacuum
6. make sure children help prepare as much as possible
7. make sure one student is always sitting with children during snack
8. purchase all foods for snacks
9. hallway duty
10. snack ready at 9

QUIET AREA

1. put three different manipulative toys out every morning
2. in charge of housekeeping corner
3. greeting of children and watching back door when time for children to leave
4. in charge of science activities and care of pets
5. in charge of stories for 3's
6. one girl must bring coat, will need it to go outdoors with the 3's
7. help in dressing children
8. supervision of record player
9. sending childrens art work with them

BLOCK AREA

1. supervision of large room area
2. setting out of equipment each day, indoors and outdoors
3. supervision of workbench
4. choosing and reading story to the 4's
5. in charge of group time
   a. game
   b. fingerplays
   c. songs
6. coat is needed for supervision of children outdoors

ART

1. setting up a special activity each day
2. making sure you check supplies
3. setting up waterplay
4. setting up playdough
5. cleaning up
6. helping girls in block area when necessary
7. setting up easil and paints

Everyone must clean their area before leaving the lab.

Eyes always on children and activities going on in room you are in and to help someone if they need it.

The Approximate Nursery School Schedule

MORNING

8:00-8:30 set-up

8:30-9:30 free play

9:30-9:40 cleanup

9:40-9:55 games, fingerplays and music (group time 3's and 4's together)

9:55-10:10 storytime (3's and 4's seperated into two groups)

10:10-10:35 outdoors

10:35-11:00 clean up and discussion with students of morning session

Activities Available During Free Play

ART	paint easels
	craft project
	playdough
	waterplay
BLOCKS	woodworking bench
	blocks
	wheeled toys
	big muscle toys
	outdoors
QUIET	puzzles and other manipulative toys
	books
	housekeeping area
	animals
	science projects
	records

SNACK

Total class time was a 3 hour block
8:00 A.M. to 11:00 A.M.

RT: How we can make it a valuable experience for the children

You must know what a three or a four year old is capable of doing. For example: Three year olds are still in the scribbling stage and do not have great control over their small muscle coordination. You couldn't expect them to control scissors very well or to draw beautiful pictures. Four year olds have better control and do start to draw definite pictures but, they to still have a hard time with small muscle coordination.

Remember to keep the projects simple- nothing very structured- something a 3 or 4 can do. (By structured I mean something that must be done exactly the same way by each child.)

3. Avoid-making models for the children to copy. It takes away the joy of self-expression.

4. Avoid asking the child what he is making. He is expressing himself. The process of how he does it is more important than what it looks like at the end.

5. Avoid comparing one childs work with another and passing judgement on how he is doing something or how it is turning out. (a child is just as pleased with a comment on the bright colors or how hard he has worked, or the enjoyment he felt in doing it.)

6. Allow the child to explore and experiment with the materials in his own way, with the least amount of adult direction.

7. Patterns, cutouts, duplicated outlines and coloring books have no place in creative art expression.

8. Hang childrens art work around the room and make sure it is at the childrens eye level so they can see it.

9. Give the child uninterruped time at the art table. Don't bother him to do something else if he is absorbed in what he is doing.

0. Provide art as a familiar everyday part of his world.

1. Never say you have painted enough. Say it is time to stop painting.

. Art work should be an honest expression of what the child is feeling and thinking. Children express their thoughts and feelings through art because they lack skill to do it adequately in words or music.

3. Use paints and paper with colors that please the child.

4. He will usually paint or draw what is important to him. For example: a mouth that may be larger than a head, or a door larger than a house.

5. Let the child enjoy using his imagination with freedom.

6. Only set reasonable limits at the art area. For example keeping paints on the table and not carrying them into another room.

7. Let children help prppare paints and clean up. They usually enjoy doing this.

8. Techniques or skills in drawing are just not important at this age level.

Respect his work and pictures; be careful with them and never throw them away.

Make sure the childs name is always printed on his work.

Remember a child can create and destroy his own work.

Never ask what his picture is. Sometimes he doesn't know. Let him tell you.

Remember art is a great media because of the sensory experiences it offers. It can also be a learning experience. For example: learning colors, shapes, numbers and textures.

Some rules to follow in the art area

1. Always check to see if you have all your supplies before you start a project.
2. Have it out and ready for the children. Make it look attractive and fun to do.
3. Have paints and easil ready and playdough or waterplay out every day.
4. Clean up and put things back neatly so the next group of girls can find things.
5. Help with group time.
6. Set up the project so it can be done freely by children, but do clean up between children so it will look attractive for the next child that comes.
7. Encourage creativity by providing plain paper. Large pieces and never tell a child they must fill the whole paper.
8. Encourage smocks when possible.
9. Always have plenty of newspaper around so it will be easier to clean up. (Remember, the messier the project the more the children usually enjoy it.)
10. Never ever force a child to participate. Encourage them to try.
11. Use large paint brushes, large crayons and bright colors.

Always remember the fun the children have doing it. You can always clean up later.

Pat Givens Ferndale High School